Language Essentials for Teachers of Reading and Spelling (LETRS)

and

Multi-Tier System of Supports (MTSS)

Judy Rockley
Kansas MTSS Core Team

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LETRS and MTSS

- MTSS is the system created in a school that provides the framework for the delivery of curriculum, instruction, and assessment.
- MTSS provides the WHAT
- LETRS provides the WHY
- LETRS will take teachers and leadership teams to a deeper knowledge level of PD
- Teachers and leadership teams will understand how to apply the science of reading so all readers can be successful

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LETRS and MTSS

- Teachers and leadership teams will be able to make research-based decisions on materials, instructional approaches, assessments, and interventions
- Collaborative and building leadership teams will be provided the information to understand why interventions may not be working for students and how to make appropriate research based adjustments

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LETRS and MTSS

- Leadership teams will be provided information that is needed to choose appropriate interventions/programs for the MTSS process
- Modules in LETRS directly support specific quadrants/groups on the MTSS Grouping Worksheets to provide in depth knowledge on appropriate instruction for each group

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What Is LETRS?

- Professional development that provides teachers with an understanding of:
  - how students learn to read and write
  - the reasons why some students fail to learn to read, spell, or write
  - the instructional strategies best supported by research

This is <u>not</u> a reading program!

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What LETRS does…

- Responds to the widely-acknowledged need for professional development beyond product training
- Provides teachers, coaches, or administrators with a core understanding of English language structures
- Increases understanding of how students learn to read, write and spell; why some children struggle; and how to implement proven instructional strategies based upon screening and diagnostics

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LETRS Author – Dr. Louisa Moats

- Nationally recognized literacy expert
  - Part of team that created the new Common Core Standards
- Four year longitudinal study
  - Directed project
  - DC Public Schools
  - Lowest performing schools
- Widely recognized researcher
  - Teacher Quality / Knowledge
  - Spelling

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Definitions: Standards & Curricula & Instruction

Standards (Outcomes)	**Curricula** (Content)	**Instruction** (Delivery)
• Define general areas of knowledge and skills that students should have by the end of each school year. • Provide basis for selecting curriculum.	• Define specific areas of content to be taught within subjects. • Provide basis for designing instruction.	• Specifies exactly what is to be taught and how it will be taught.

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What the Common Core State Standards (CCSS) Do Not Define

- How teachers should teach (instruction)
- All that can or should be taught (curriculum)
- The nature of advanced work beyond the core (curriculum)
- The interventions needed for students well below grade level (instruction)
- The full range of support for English language learners and students with special needs
- (curriculum and instruction)
- Everything needed to be college and career ready (curriculum, instruction, and life!)

Source: www.corestandards.org/. Webinar presentation on 6-30-1

Origins of LETRS Content

Becoming a Nation of Readers
Anderson, Heibert, Scott, and Wilkinson (1985)

Report of the National Reading Panel
NICHD, NIFL (2000)

Beginning to Read
M. Adams (1990)

Preventing Reading Difficulties in Young Children
Snow, Burns, & Griffin (1998)

Every Child Reading
Learning First Alliance (1998; 2000)

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Strong Scientific Research Base

- Moats, L.C. (1995) "*The Missing Foundation in Teacher Education.*" *American Educator (Special Issue: Learning to Read: Schooling's First Mission)*
- Moats, L.C. (2002) "*Blueprint for Professional Development*" *Reading First Leadership Academy,* US DOE
- Moats, L.C. and Foorman, Barbara R. (2003), "*Measuring Teachers' Content Knowledge of Language and Reading*" *Annals of Dyslexia*

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Why Study Research Based Practices?

- Teachers are not born knowing how to teach reading! We have to *learn* how.
- Teaching reading ***is*** rocket science!
- Reflection and introspection are insufficient. Fads have often misled us.
- Student failure is unnecessary! All but 2-5% of students can learn to read well.

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LETRS Has Twelve Modules

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

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Goals of LETRS

- Enable teachers to be smarter than their programs and use them in problem-solving
- Enable student-focused instruction for better results
- Engender teacher professionalism and job satisfaction
- Bind together a professional community

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LETRS Training

- Empowers teachers to:
  - Be the expert in their classroom
  - Make instructional decisions based on student profiles
- Empowers coaches to:
  - Provide on-going support to teachers and instruction
  - Unify teachers around instruction and data
- Provides administrators:
  - Knowledge to make curriculum and schedule decisions
  - Unified and focused staff

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LETRS Modules 1, 2, & 3

Foundations for Reading Instruction

(For All Grades)

1. The Challenge of Learning to Read
2. The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness
3. Spellography for Teachers: How English Spelling Works

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Objectives for Module 1 The Challenge of Learning to Read

To better understand:

- Why reading is a national priority
- Why learning to read is difficult
- How good readers read
- How children learn to read
- The components of instruction that must be taught
- The symptoms and causes of reading disabilities

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Instruction Matters

- All but 2 to 5 percent of children can learn basic reading skills in first grade.
- The earlier students attain proficient reading skills, the better.
- Older poor readers can improve; it is never too late!
- Use of research-based, best practices for literacy is crucia
- **Programs don't teach children, teachers do!**

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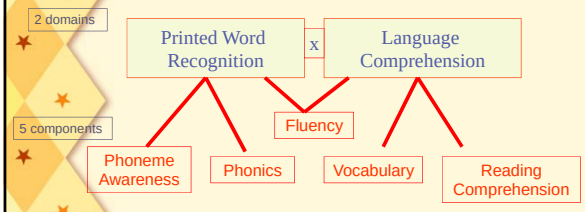
Two Domains and Five Essential Components of Reading

Reading is the product of decoding (the ability to read words on a page) and language comprehension (understanding those words).



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Proficient Reading Depends on Many Skills

- Phoneme awareness
- Use of phonics to decode accurately
- Automatic recognition of words previously deciphered
- Knowledge of what most words mean
- Understanding sentences and language of books
- Constructing meaning (connecting ideas in the text with each other and with prior knowledge)
- Monitoring comprehension and reading or rethinking if miscomprehension occurs

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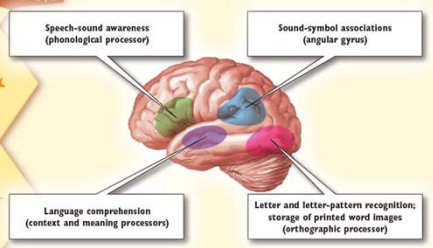
Areas of the Brain That Support Reading



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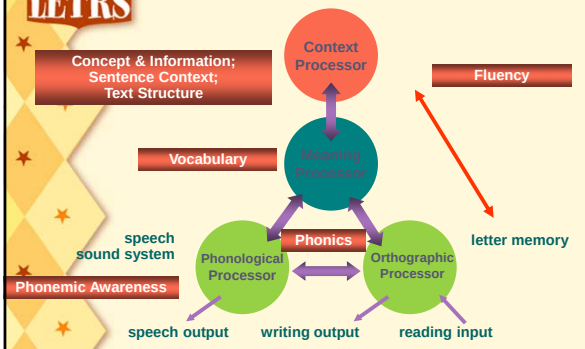
Four Processing Systems



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What's Helpful About This Model?

- It explains why reading difficulties have multiple causes.
- It represents components of a whole system that must work together for proficient reading to result.
- It reminds us that a complete approach to instruction addresses ALL the processing systems in the network.

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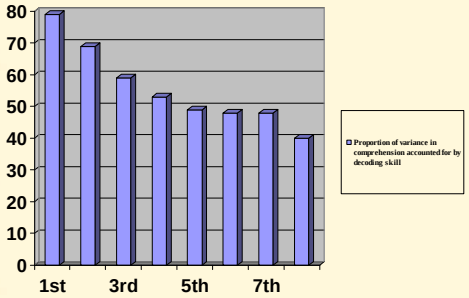
How the Relationship Between Decoding and Comprehension Changes Over Time



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F How Activation Pathways in the Brain Change as Reading Is Learned

In eight children who cannot yet decode nonsense words, visual association areas in the back of the brain try to communicate with frontal and posterior regions in the first 1,000 milliseconds after seeing a word.

After two months of instruction in phoneme-grapheme correspondence, the children's brain activation pathways are normalized, going from the visual (back) area to the phonological (front) via the angular gyrus and then to the word storage (orthographic memory) area.

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Reading Instruction Components Typically Emphasized at Each Grade Level

Written Expression							
Comprehension Skills/Strategies							
Passage Fluency							
Vocabulary							
Advanced Phonics/Decoding							
Basic Phonics							
Phonological Awareness							
Grade	K	1	2	3	4	5	6+

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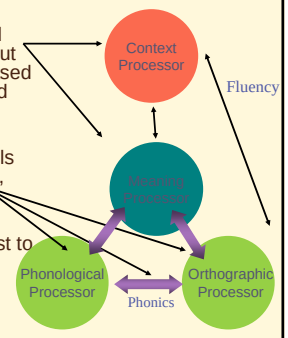
Teaching Tips

- Focus on vocabulary and comprehension throughout all grades, with an increased emphasis in grades 4 and beyond.
- Automatize decoding skills (phonology, letter names, phonics) in early grades.
- Use student data to adjust to their needs!



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Identify a Student With Reading Difficulties

- Identify a student you have worked with who has or had reading difficulties.
  - What was he or she like?
  - What appeared to be the reason(s) for his/her difficulties?
- Share your observations with a partner.

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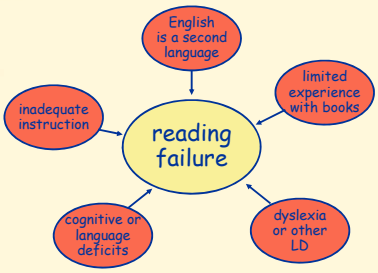
What Causes Reading Difficulty?



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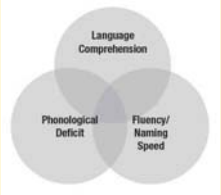
Subtypes of Reading Disability



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Subtypes of Reading Disability

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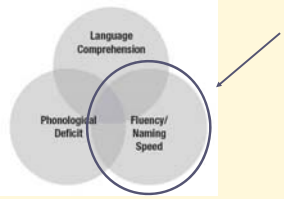
Subtypes of Reading Disability



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Subtypes of Reading Disability

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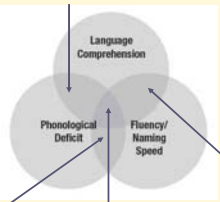
Subtypes of Reading Disability

Phonology and language comprehension



Phonology and fluency/naming speed

All three issues; the most prevalent subtype

Fluency/naming speed and language comprehension

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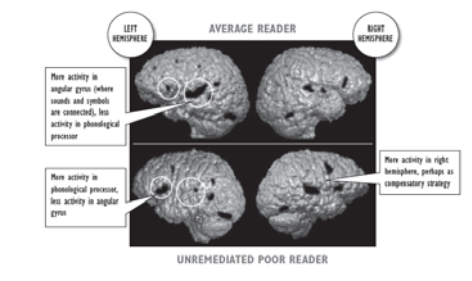
Brain Images Comparing 9-Year-Old Average Reader and 9-Year-Old Unremediated Poor Reader



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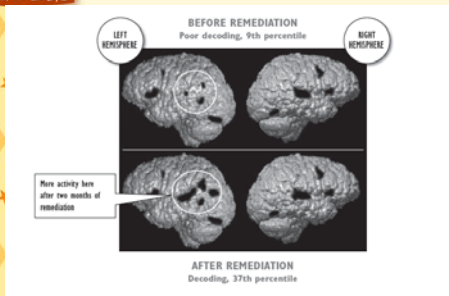
Changes in Brain Activation Patterns in Response to Instruction



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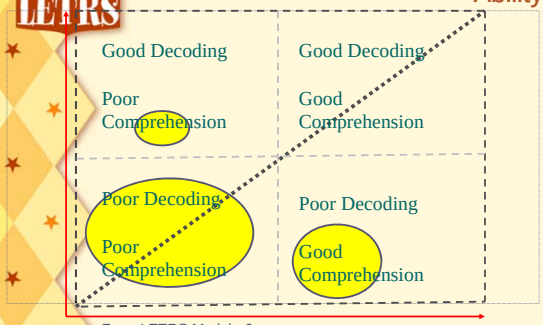
Children Vary on a Continuum of Reading Ability



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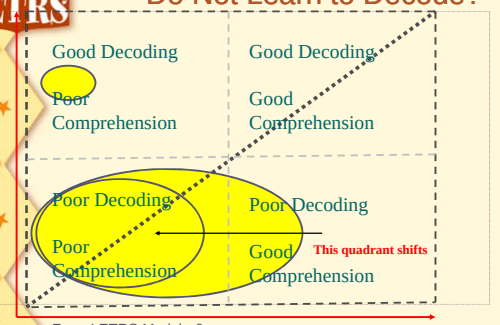
What Happens When Poor Readers Do Not Learn to Decode?



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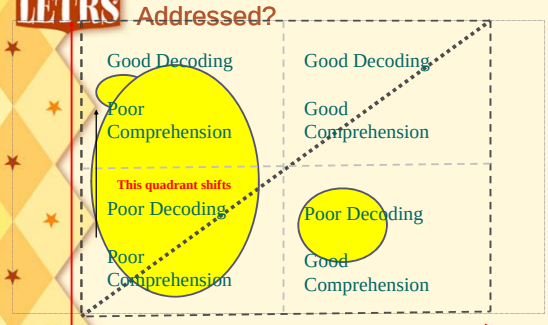
What Happens When Decoding Is Taught, But Comprehension Is Not Addressed?



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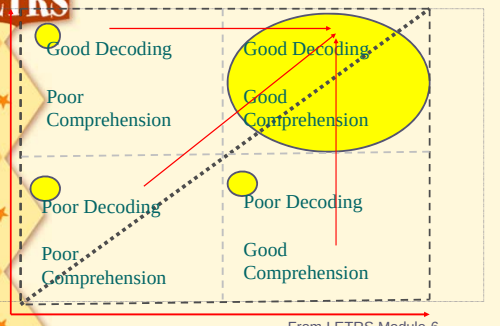
This Is What You Want to See in Your Schools:



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Big Ideas

- Research has much to tell us about a proficient reader's brain.
- Research tells us much about what happens with poor readers.
- Best practices have been identified to teach all students, including those with reading disabilities.
- We know how to teach most students.

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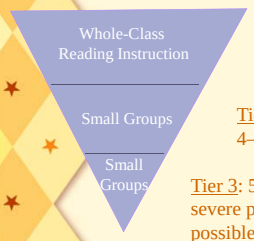
The "Three Tier" Intervention Model



Tier 1: Regular classroom instruction with a core, comprehensive reading program.

Tier 2: 3–5 times/week, groups of 4–6; measure response to instruction.

Tier 3: 5-15 percent of students with the most severe problems; intensive daily instruction; possible SPED; progress monitor.

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Objectives for Module 2 The Speech Sounds of the English Language

- Respond to and master a range of phonological tasks
- Explain relationship between phonological processing, phoneme awareness, & phonics
- Define, identify, and segment important linguistic concepts
- Pronounce vowel and consonant phonemes
- Recognize phonological influences of phonology on students' invented spellings
- Review Spanish phonemes

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Objectives for Module 3 Spellography For Teachers: How English Spelling Works

- Identify grapheme units
- Explore most common phoneme-grapheme correspondences
- Differentiate between "high frequency" and "irregular" words
- Recognize the six syllable types
- Identify and recognize morphemes
- Classify words according to origin
- Understand connections between origin, spelling pattern, and word meaning

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LETRS Modules 4, 5, &6

Vocabulary, Fluency, and Comprehension
(For All Grades)

4. The Mighty Word: Building Vocabulary and Oral Language
5. Getting Up to Speed: Developing Fluency
6. Digging for Meaning: Teaching Text Comprehension

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Objectives for Module 4 The Mighty Word: Building Vocabulary and Oral Language

- Understand the many facets of word meaning
- Appreciate the importance of vocabulary to comprehension
- Identify ways in which words are learned
- Develop rationale for choosing words for direct instruction
- Understand importance of multiple meanings of words, categorization, semantic features
- Sketch a lesson plan

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Objectives for Module 5 Getting up to Speed: Developing Fluency

- Understand concepts of fluency and automaticity
- Explore causes and consequences of dysfluent reading
- Explain why assessment and instruction is important
- Learn and practice research-based ways to improve fluency
- Identify poor reading subtypes

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Objectives for Module 6
Digging for Meaning: Teaching Tex
Comprehension

- Understand the many factors that contribute to comprehension
- Explore how academic language impacts comprehension
- Practice research-based strategies
- Prepare a lesson plan
- Examine your program for its effectiveness in teaching comprehension

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LETRS Modules 7, 8, & 9

Teaching and Assessing Beginning Reading and Spelling

(For K, 1, 2, and Remedial)

7. Teaching Phonics, Word Study, and the Alphabetic Principle
8. Assessment for Prevention and Early Intervention
9. Teaching Beginning Spelling and Writing

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Objectives for Module 7
Teaching Phonics, Word Study, and the Alphabetic Principle

- Consider advantages of a core comprehensive reading program
- Review components of a lesson plan
- Become familiar with steps in teaching a new language concept
- Learn and practice teaching techniques
- Identify types of text and review uses
- Rehearse strategies for comprehension

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Objectives for Module 8
Assessment for Prevention and Early Intervention

- Understand purposes of assessment, screening, and progress monitoring
- Understand how these inform instruction
- Understand these can prevent failure of those students "at-risk"
- Understand how diagnostics can provide further in-depth information on skills and instructional needs

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Why Assess?

- Reading failure rate is very high nationally, astronomical in certain areas and with minority, poor children
- New tools are better than the old ones, thanks to extensive research.
- We now understand what to measure and why….
- Early intervention works!

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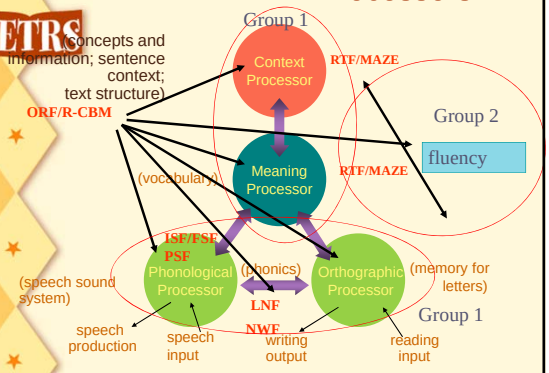
Processors



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Objectives for Module 9 Teaching Beginning Spelling and Writing

- Understand why writing is difficult
- Review differences between spoken and written language
- Discuss / review the multiple skills and processes necessary – both skills and composition
- Understand differences between adult and children in the writing process
- Review rubric for evaluation
- Analyze student writing samples
- Understand the stages of the writing process and how to structure tasks

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Many Components of Writing Must Be Taught

Higher Level

- Having ideas
- Organizing a sequence
- Selecting topic focus
- Remembering the goal
- Choosing best words
- Thinking of what the reader needs to know

Lower Level

- Letter formation
- Handwriting fluency
- Sound-symbol recall
- Spelling patterns
- Sight word recall
- Punctuation
- Retrieving words

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LETRS Modules 10, 11, & 12

Teaching Reading and Writing to Third Grade and Up
(available Fall 2004)

10. Reading Big Words: Syllabication and Advanced Decoding
11. Writing: A Road to Reading Comprehension
12. Using Assessment to Guide Instruction (PreK-Adult)

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Why Study Research-based Practices in Reading?

- Teachers are not born knowing how to teach reading! We have to *learn* how.
- Teaching reading *is* rockets science!
- Reflection and introspection are insufficient. Fads have often misled us.
- Student failure is unnecessary! All but 2-5% of students can learn to read well.

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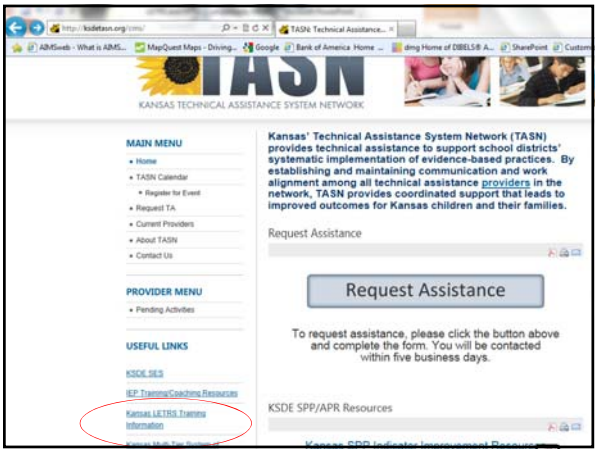
Further Information on TASN website

- http://ksdetasn.org/cms/

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