



Take Literacy to the Next Level in Michigan

Early Childhood–Elementary

Upper Elementary–High School



Using **Lexia[®] LETRS[®] Professional Learning** (Language Essentials for Teachers of Reading and Spelling) demonstrates your district’s commitment to high-quality literacy instruction. For optimal results through middle school, we recommend LETRS for grades K–3 and **Lexia Aspire[®] Professional Learning** for all educators in grades 4–8 and beyond.

	LETRS	Aspire
Purpose	Provides elementary educators and administrators with deep knowledge to become literacy and language experts in the science of reading.	Provides educators in all disciplines with best practices and knowledge in the science of reading that continues to support the unique literacy needs of students in upper elementary and middle school.
Areas of focus	Learning to Read → Reading to Learn	
	LETRS and Aspire use the science of reading to focus on these components through the lens of their respective grade levels:	
	✓ Phonological awareness and phonics	✓ Vocabulary
	✓ Fluency	✓ Comprehension
	✓ Grammar and syntax	✓ Written language

A Powerful Combination That Works



Early Childhood–
Elementary

LETRS teaches educators the skills they need to master the fundamentals of reading and writing instruction for K–3 students. As students **learn to read**, LETRS addresses each essential component of reading instruction as well as the foundational concepts that link each component—from word recognition to language comprehension—so that students can reach deep reading comprehension.



Upper Elementary–
High School

In grades 4–8 and beyond, many students have transitioned to **reading to learn**. However, they may continue to demonstrate the need to fortify foundational literacy skills. Aspire provides educators with best practices in the science of reading to support the unique literacy needs of students at this stage in age-appropriate ways. Educators examine how to instruct complex literacy skills while also shoring up underpinning areas of need.

Making the Transition From Learning To Read to Reading To Learn

Skill	Early Childhood– Elementary	Learn To Read	Upper Elementary– High School	Read To Learn
Phonological Awareness & Phonics	<ul style="list-style-type: none"> • Speech sounds and speech-sound manipulation • Phonemes introduced • Place and manner of articulation of sounds • Sound-symbol correspondences • Decoding • Encoding and spelling • Syllable types • Introduction to syllable division 		<ul style="list-style-type: none"> • Phonemic awareness interventions for adolescent readers • Features of vowel and consonant phonemes • Reliable spelling patterns and rules • Irregular words for reading and spelling • Latin and Greek morphology to support decoding and spelling • Syllable types for reading and spelling • Syllable division patterns 	
Fluency	<ul style="list-style-type: none"> • Oral reading fluency data • Fluency activities at the word, phrase, sentence, and passage levels 		<ul style="list-style-type: none"> • Fluency assessment (Words Correct Per Minute and prosody) • Fluency instruction and practice for adolescent readers at the word, phrase, sentence, and text levels 	
Grammar & Syntax	<ul style="list-style-type: none"> • Types of sentences • Building a complete sentence • Overview of sentence structures and parts of speech 		<ul style="list-style-type: none"> • Advanced parts of speech and pronouns • Conjunctions • Compound, complex, and compound-complex sentences • Sentence comprehension • Subject-verb agreement • Verb tenses • Phrases and clauses 	
Vocabulary	<ul style="list-style-type: none"> • Explicit teaching of vocabulary • Distinguishing morphemes from syllables • Introduction of morphology and word origin 		<ul style="list-style-type: none"> • Word origins • Latin and Greek morphology to support meaning • Pragmatics, syntax, and academic language • Incidental and explicit learning strategies 	
Comprehension	<ul style="list-style-type: none"> • How language comprehension affects reading comprehension • Selecting quality informational and narrative texts • Before-, during-, and after-reading activities • Metacognitive strategies such as visualizing, retelling, and querying 		<ul style="list-style-type: none"> • Metacognition, verbal reasoning, inferences, and other skills that underlie comprehension • Using textual evidence • Text structure, strategies, and routines for comprehending informational, argumentative and persuasive, and narrative texts • Evaluating text complexity 	
Written Language	<ul style="list-style-type: none"> • Foundational skills • Written composition • Letter formation • Handwriting fluency • Spelling to support fluent writing • The writing process for narrative, informational, and opinion writing 		<ul style="list-style-type: none"> • Connecting sentence comprehension to sentence writing • Planning and executing robust paragraph writing • Writing robust expository, descriptive, and narrative essays 	

If You Love LETRS, You'll Love Aspire



- ✓ Grounded in the science of reading and a Structured Literacy approach
- ✓ Equip educators to support students facing challenges in literacy
- ✓ Provide comprehensive professional learning in literacy for educators in their respective grade levels
- ✓ Bridge to Practice/Application tasks and resources transfer directly to the classroom
- ✓ Opportunity to earn graduate credit through the American College of Education
- ✓ Part of Lexia's more than 40 years of trusted literacy expertise



**Contact the Lexia
Michigan team
to learn more!**



lexialearning.com