

Teaching Starts Here

The Power of Professional Learning in Early Literacy



Early Childhood Literacy Begins With You

You’ve seen it firsthand, those extraordinary moments when a child begins to connect sounds to meaning and curiosity to language. That spark doesn’t happen by chance—it begins with you.

Early childhood teachers lay the groundwork for lifelong reading. Before children learn to read, they need skills like oral language, sound awareness, and print knowledge. These foundations are built through thoughtful, engaging instruction and need to be supported by meaningful professional learning.



Professional Learning Outcomes From Lexia LETRS for Early Childhood Educators

Based in the science of reading, Lexia® LETRS® for Early Childhood Educators is designed *specifically* for pre-K and kindergarten educators, refining and extending the strategies you already use to help students thrive. With LETRS for Early Childhood Educators, you will:

- **Build a strong foundation in early literacy development**, from oral language to phonological awareness and print knowledge.
- **Learn practical strategies** for creating engaging instruction that meets young children where they are.
- **Connect research to practice** with classroom-ready routines, tools, and assessments.
- **Strengthen your impact** through developmentally appropriate instruction that grows student confidence and skills.
- **Bridge learning to your classroom** with activities that turn course content into real-world application—like daily schedules, repeated reading lessons, and more.

Research About Early Literacy

Research shows that intentionally teaching foundational skills in developmentally appropriate ways helps young children thrive across all areas of learning.

Key Insights	What That Means for Educators	Supporting Research
Reading begins <i>before</i> reading (The Simple View of Reading)	Language and word recognition skills start in preschool.	Gough & Tunmer, 1986; Hoover & Tunmer, 2020
Reading is built strand by strand (The Reading Rope)	Fluent reading develops as strands of subskills are interwoven into a rope.	Scarborough, 2001
Child-centered and teacher-directed instruction works best	Whole-group instruction and play support vocabulary growth, while small-group instruction supports teaching the alphabet.	Connor et al., 2006; NAEYC & NAECS/SDE, 2009
Phonological and phonemic awareness are critical	Children must understand sounds in words to read and spell.	Kilpatrick, 2015; Miles & Ehri, 2019
Evidence-based curricula make a difference	Early oral language and sound instruction matter in year one.	Landry et al., 2006; Dickinson & Smith, 1994

Start Building Successful Readers Today

Your work as an early childhood educator builds the foundation for your students’ future reading success. By engaging in evidence-based professional learning, you can enhance your classroom impact, grow as an educator, and set your students up to thrive. LETRS for Early Childhood Educators was designed with teachers like you in mind. Grounded in the science of reading and informed by real classroom experience, it offers practical, proven strategies that work.

Support your students. Strengthen your practice. Build Future Readers.

Explore LETRS for Early Childhood Educators

“Teachers here take pride in sending our kids to first grade ready to learn at high levels. A *huge* part of our success is our commitment to using Lexia®. **Our number went from 36% of students working at or above grade level to 99%,** with 49% already working in first grade material.”

— Janice Meredith, Educator, Sparrow Early Childhood Center, Anderson County, Kentucky