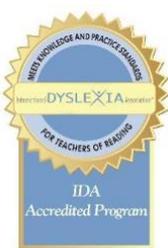
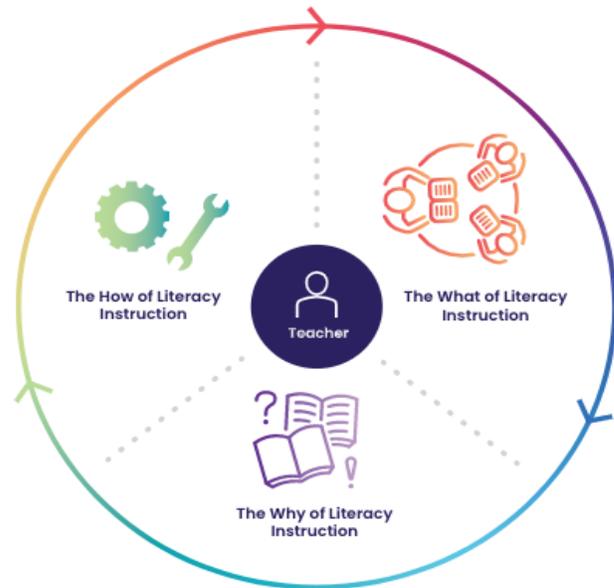


Lexia LETRS[®]

Georgia Dyslexia Endorsement Program Rules

Language Essentials for Teachers of Reading and Spelling (LETRS[®]) is comprehensive professional learning designed to provide educators with deep knowledge to be literacy and language experts in the science of reading. LETRS teaches the skills needed to master the fundamentals of literacy instruction required to transform student learning—phonological awareness, phonics, fluency, oral language and vocabulary, comprehension, and writing.



Both LETRS and the Georgia Dyslexia Endorsement Program Rules are aligned to the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading. Accredited by the International Dyslexia Association, LETRS provides educators with the content and methodology of research-based, explicit, Structured Literacy instruction.

Using This Resource

This document demonstrates how the course content of LETRS aligns to Georgia's Dyslexia Endorsement Program Rules outlined in GaPSC Rule 505-3-.112. Regional Education Service Agency (RESA) leaders can use this resource to demonstrate how LETRS meets the educator preparation standards for teachers seeking a Dyslexia Endorsement in the state of Georgia.

GaPSC Rule 505-3-.112 Educator Preparation Standards		LETRS® Content		
		Volume	Unit	Session
Standard 1: Foundations of Literacy Acquisition				
1.1	Understand the five (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.	1	1	2
		1	1	3
		1	2	1
		1	2	3
		1	3	1
		2	5	1
		2	6	4
		2	7	1
1.2	Understand that learning to read, for most people, requires explicit instruction.	2	8	3
		1	1	2
		1	3	1
		1	3	3
		1	4	6
		1	4	8
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.	2	8	2
		1	1	4
		1	2	1
		1	2	3
		1	3	1
		1	3	3
		2	5	1
		2	6	2
		2	7	1
		2	8	1
		2	8	2
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.	2	8	2
		2	5	1
		2	6	1
		2	7	3
		2	8	1
		2	8	3
		2	8	4
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.	2	8	5
		2	5	1
1.6	Explain major research findings regarding the contribution of linguistic and cognitive	1	1	1
		1	2	3

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	factors to the prediction of literacy outcomes.	1	3	1
		1	4	6
		1	4	8
		2	5	1
		2	6	1
		2	7	1
		2	7	2
		2	8	1
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).	1	1	6
		1	4	8
		2	5	1
		2	6	2
		2	7	6
		2	8	6
1.8	Know phases in the typical developmental progression of oral language, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.	1	1	5
		1	2	1
		1	3	3
		1	4	1
		1	4	6
		2	5	1
		2	6	1
		2	8	2
		2	8	3
		2	8	4
		2	8	5
		2	8	6
1.9	Understand the changing relations among the major components of literacy development in accounting for reading achievement.	1	1	8
		1	3	1
		1	3	3
		1	3	6
		1	3	8
		1	4	8
		2	5	1
		2	8	1
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia				
2.1	Recognize the tenets of the (2003) International Dyslexia Association definition	1	1	6
		2	5	1
		2	6	2
		2	7	6

GaPSC Rule 505-3-.112 Educator Preparation Standards		LETRS® Content		
		Volume	Unit	Session
	of dyslexia, or any accepted revisions thereof.			
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.	2	5	4
		2	5	5
		2	7	2
		2	7	6
2.3	Identify the distinguishing characteristics of dyslexia and other language difficulties including expressive and receptive language.	1	1	6
		1	1	8
		1	4	6
		1	4	7
		2	5	1
		2	5	2
2.4	Understand how reading disabilities vary in presentation and degree.	1	1	6
		1	4	7
		2	5	1
		2	6	5
		2	7	2
		2	7	3
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.	1	4	7
		2	5	1
		2	5	3
		2	5	4
		2	6	2
		2	7	6
Standard 3: Assessments				
3.1	Understand the differences among and purposes for screening, progress monitoring, and diagnostic and outcome assessments.	1	1	7
		1	2	8
		1	3	3
		1	4	5
		2	8	6
3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).	1	1	7
		2	6	2
		2	8	6

GaPSC Rule 505-3-.112 Educator Preparation Standards		LETRS® Content		
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3.3	Interpret basic statistics commonly utilized in formal and informal assessments.	1	2	8
		1	4	7
		2	5	2
		2	8	6
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.	1	2	8
		1	3	3
		1	4	5
		1	4	7
		2	5	2
		2	8	6
3.5	Understand and apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs) including graphing techniques.	1	1	7
		1	2	8
		1	4	5
		2	5	2
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling and writing.	1	1	7
		1	1	8
		1	2	8
		1	3	3
		1	4	5
		1	4	7
		2	5	2
		2	6	2
		2	8	6
3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language pathologists, and education evaluators.	1	1	8
		1	2	8
		1	4	5
		2	8	6
3.8	Integrate, summarize, and communicate (orally and in writing) the meanings of educational assessment data for sharing.	1	1	8
		1	2	8
		1	4	5
		1	4	7
		2	8	6
3.9	Understand the developmental aspects of reading abilities and how they impact the purpose of assessment, the areas of literacy that should be focused upon, and the interpretation of assessment results.	1	1	5
		1	1	8
		1	2	1
		1	2	7
		1	2	8

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		Volume	Unit	Session
		1	3	3
		1	4	5
		1	4	7
		2	5	2
		2	6	2
		2	7	6
		2	8	6
Standard 4A: Structured Literacy Instruction: Essential Principles and Practices of Structured Literacy Instruction				
4A.1	Understand and apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, and teacher-directed.	1	3	4
		1	3	5
		1	3	6
		1	3	7
		1	3	8
		1	4	2
		1	4	3
		1	4	6
		1	4	8
		2	5	3
		2	5	4
		2	7	2
		2	7	3
		2	7	4
		2	7	5
4A.2	Understand and apply in practice the rationales for multisensory and multimodal language-learning techniques.	1	2	7
		1	3	4
		1	3	5
		1	3	6
		1	4	2
		1	4	3
		1	4	6
		2	5	6
		2	6	4
		2	6	6
		2	7	2
		2	7	4
2	8	2		

GaPSC Rule 505-3-.112 Educator Preparation Standards		LETRS® Content		
		Volume	Unit	Session
		2	8	3
		2	8	4
		2	8	5
4A.3	Understand the rationale for and adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.	2	5	3
		2	5	4
		2	7	6
Standard 4B: Structured Literacy Instruction: Phonological and Phonemic Awareness				
4B.1	Understand the rationale for and identify, pronounce, classify, and compare all the consonant phonemes and all vowel phonemes of English.	1	2	4
		1	2	5
4B.2	Understand and apply in practice considerations for levels of phonological sensitivity.	1	2	7
4B.3	Understand and apply in practice considerations for phonemic awareness difficulties.	1	2	6
4B.4	Know and apply in practice considerations for the progression of phonemic awareness skill development across age and grade.	1	2	2
		1	2	7
4B.5	Know and apply in practice considerations for the general and specific goals of phonemic awareness instruction.	1	2	3
4B.6	Know and apply in practice considerations for the principles of phonemic awareness instruction: brief, multisensory, conceptual, articulatory and auditory verbal.	1	2	7
4B.7	Know and apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.	1	2	6
Standard 4C: Structured Literacy Instruction: Phonics and Word Recognition				

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		Volume	Unit	Session
4C.1	Know and apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.	1	3	1
		1	3	2
		1	3	4
		1	3	5
		1	3	6
		1	4	1
		1	4	2
		1	4	3
		1	4	4
		1	4	5
4C.2	Know and apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.	1	3	2
		1	3	6
		1	3	8
		1	4	2
		1	4	3
		1	4	5
4C.3	Know and apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.	1	3	1
		1	3	4
		1	3	5
		1	3	6
		1	3	7
4C.4	Know and apply in practice considerations for using multisensory routines to enhance student engagement and memory.	1	3	4
		1	3	5
		1	3	6
		1	4	3
4C.5	Know and apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.	1	2	1
		1	2	3
		1	4	7
		2	5	1
		2	6	2
		2	6	4
		2	8	1
		2	8	2
4C.6	Know and apply in practice considerations for teaching irregular words in small increments using special techniques.	1	3	1

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		Volume	Unit	Session
4C.7	Know and apply in practice considerations for systematically teaching the decoding of multisyllabic words.	1	4	3
		1	4	4
4C.8	Know and apply in practice considerations for the different types and purposes of texts.	1	3	7
Standard 4D: Structured Literacy Instruction: Automatic, Fluent Reading of Text				
4D.1	Know and apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.	1	4	6
4D.2	Know and apply in practice considerations for varied techniques and methods for building reading fluency.	1	4	6
4D.3	Know and apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.	1	4	6
4D.4	Know and apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.			
Standard 4E: Structured Literacy Instruction: Vocabulary				
4E.1	Know and apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.	2	5	1
		2	5	2
		2	5	3
		2	5	4
		2	5	5
		2	5	6
4E.2	Know and apply in practice considerations for the sources of wide differences in students' vocabularies.	2	5	1
		2	7	6

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		Volume	Unit	Session
4E.3	Know and apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.	2	5	2
		2	5	5
		2	5	6
4E.4	Know and apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.	2	5	2
		2	5	3
		2	5	4
		2	5	5
		2	5	6
Standard 4F: Structured Literacy Instruction: Listening and Reading Comprehension				
4F.1	Know and apply in practice considerations for factors that contribute to deep comprehension.	2	6	1
		2	6	3
		2	7	1
		2	7	2
		2	7	3
		2	7	4
		2	7	5
		2	7	6
4F.2	Know and apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.	2	6	3
		2	6	6
		2	7	2
		2	7	3
		2	7	4
4F.3	Know and apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.	2	6	4
		2	6	5
4F.4	Know and apply in practice considerations for the use of explicit comprehension strategy instruction as supported by research.	2	7	2
		2	7	3
		2	7	4
		2	7	5

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		Volume	Unit	Session
4F.5	Know and apply in practice considerations for the teacher’s role as an active mediator of text-comprehension processes.	2	6	1
		2	6	3
		2	6	4
		2	6	5
		2	6	6
		2	7	3
		2	7	4
		2	7	5
Standard 4G: Structured Literacy Instruction: Written Expression				
4G.1	Understand the major skill domains that contribute to written expression.	2	8	1
		2	8	2
		2	8	3
		2	8	4
		2	8	5
4G.2	Know and apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.	2	8	2
4G.3	Know and apply in practice considerations for research-based principles for teaching written spelling and punctuation.	2	8	2
4G.4	Know and apply in practice considerations for the developmental phases of the writing process.	2	8	1
		2	8	3
		2	8	4
		2	8	5
4G.5	Know and apply in practice considerations for the appropriate uses of assistive technology in written expression.	2	8	5