



Language Essentials for Teachers of Reading and Spelling



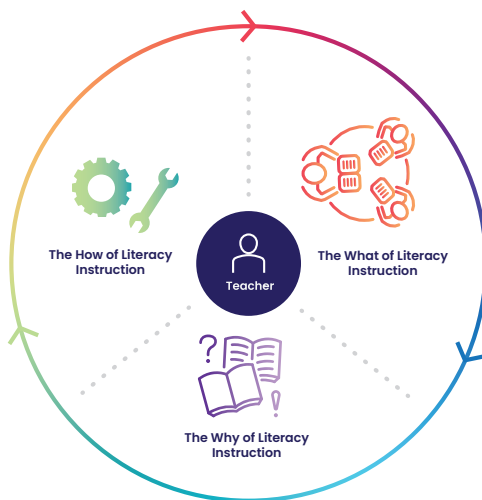
Pedagogical Approach

The LETRS Suite offers a research-based professional development course of study for instructors of reading, spelling, and related language skills. LETRS is not a literacy curriculum. Instead, it provides knowledge and tools that teachers can use with any quality reading program. Along with comprehensive printed course material, LETRS offers dynamic online learning by providing activities to reinforce concepts, videos of expert teaching, and practical ways to apply learning to the classroom every day.

LETRS empowers all educators who teach reading, from beginning teachers to teachers with years of experience. Becoming a skilled instructor, whether in an intervention or classroom setting, can take years of practice and study—and trial and error. LETRS accelerates teacher knowledge, which directly benefits the students they teach. Teachers strengthen their depth of knowledge to more effectively deliver evidence-based instruction that meets all their students' needs.

The What, Why, and How of Literacy Instruction

LETRS answers the important question of *what skills* are required for proficient reading and writing, *how* to teach these skills, and the science behind *why* these skills are critical to students' reading and writing success. The course methodically addresses the systems of language underlying literacy, including phonology, orthography, semantics, syntax, discourse, and pragmatics. Foundational models represent key concepts and provide guidance on how word recognition and language comprehension must be developed.



Informed by Scientific Research

LETRS is grounded in the science of reading. Teaching reading is rocket science, as stated by author Louisa C. Moats (1999). The concepts and instructional approaches of LETRS are aligned with respected sources such as the *Knowledge and Practice Standards for Teachers of Reading* (Moats et al., 2010), the *Elements of Effective Instruction* (Florida Center for Reading Research, 2006), and *Classroom Reading Instruction that Supports Struggling Readers: Key Components for Effective Teaching* (Denton, n.d.). In addition, the course incorporates reading research conducted in neuroscience, cognitive development psychology, and linguistics so that educators have solid evidence on how to teach reading to benefit all students. LETRS is consistently evaluated and updated to ensure it reflects the most current research and developments around the science of reading so that educators understand and can apply the most up-to-date, evidence-based reading research.

A Commitment to Diversity, Equity, and Inclusion

As a company, Lexia Learning is committed to improving literacy for all students, and that commitment inspires continuous work toward enhancing and augmenting content. To this end, the Lexia Learning Product Development Team engages in a reflective and iterative design, development, and review process. This process benefits from the input of learners and educators who are engaged with the course as well as educational organizations and expert researchers. It is intended to provide a learner and educator experience that validates and affirms diverse experiences, that avoids perpetuating or endorsing negative biases or stereotypes, and that promotes an inclusive understanding of the world.



The LETRS Suite

Lexia Learning recognizes that there are a multitude of factors that contribute to low literacy rates. The LETRS Suite aims to address one of the causes by bridging the gap in educators' understanding of the science of reading and how to teach reading and writing skills. While acknowledging that educational environments differ across geographies and time, LETRS strives to instill the nuances of the deeply established science of reading in educators. For more than two decades, LETRS has enabled tens of thousands of teachers to help hundreds of thousands of students become better readers.

Questions? Contact us at info@lexialearning.com