

Unit 1

SESSION 1

Why is Reading Difficult?

Welcome to Unit 1, Session 1!

In this session, you will:

- Review evidence that reading problems are common and persistent.
- Recognize sources for information about science-based instruction.
- Explain the unique challenge and advantage of alphabetic writing.
- Explain the Simple View of Reading and its implications.

Estimated Time: 1 hour, 25 minutes–1 hour, 55 minutes

- 35–45 minutes online
- 30–40 minutes reading Unit 1, Session 1 in your LETRS manual
- 20–30 minutes in your classroom

SESSION 2

Language Processing and Literacy

Welcome to Unit 1, Session 2!

In this session, you will:

- Understand that reading and writing depend on language abilities.
- Use appropriate terms for the language foundations on which reading depends.

Estimated Time: 1 hour, 10 minutes–1 hour, 40 minutes

- 30–40 minutes online
- 20–30 minutes reading Unit 1, Session 2 in the LETRS manual
- 20–30 minutes in your classroom

SESSION 3

What Does the Brain Do When It Reads?

Welcome to Unit 1, Session 3!

In this session, you will:

- Understand how eye movement research confirms that fluent readers process every letter of printed words and match them to speech sounds.
- Identify the function of each major processing system in the reading brain.

Estimated Time: 1 hour, 30 minutes–2 hours, 15 minutes

- 50–75 minutes online
- 20–30 minutes reading Unit 1, Session 3 in the LETRS manual
- 20–30 minutes in your classroom

SESSION 4

What Skills Support Proficient Reading?

Welcome to Unit 1, Session 4!

In this session, you will:

- Understand the subskills of word recognition and language comprehension as described in Scarborough's Reading Rope.
- Explain how the reading brain achieves automaticity.

Estimated Time: 1 hour, 15 minutes–1 hour, 55 minutes

- 30–50 minutes online
- 15–25 minutes reading Unit 1, Session 4 in the LETRS manual
- 30–40 minutes in your classroom

SESSION 5

How do Children Learn to Read and Spell?

Welcome to Unit 1, Session 5!

In this session, you will:

- Recognize characteristics of the developmental phases of early word recognition and what they indicate about students' instructional needs.

Estimated Time: 1 hour, 10 minutes–1 hour, 35 minutes

- 35–40 minutes online
- 20–30 minutes reading Unit 1, Session 5 in your LETRS manual
- 15–20 minutes in your classroom

SESSION 6

What are the Major Types of Reading Difficulties?

Welcome to Unit 1, Session 6!

In this session you will:

- Describe and recognize broad subtypes of reading difficulty.
- Prepare to differentiate instruction for students with word recognition, language comprehension, and/or combined difficulties in reading.

Estimated Time: 1 hour–1 hour, 20 minutes

- 40–50 minutes online
- 15–20 minutes reading Unit 1, Session 6 in your LETRS manual
- 5–10 minutes in your classroom

SESSION 7

How can Assessment Be Used for Prevention and Early Intervention?

Welcome to Unit 1, Session 7!

In this session you will:

- Review evidence that most reading failure can be prevented or ameliorated through early, appropriate instruction.
- Understand how to select and use screening tests, progress-monitoring tests, and diagnostic surveys to identify students at risk and provide effective instruction.

Estimated Time: 1 hour, 5 minutes–1 hour, 25 minutes

- 35–45 minutes online
- 15–20 minutes reading Unit 1, Session 7 in your LETRS manual
- 15–20 minutes in your classroom

SESSION 8

How can Assessment Be Used to Differentiate Instruction?

Welcome to Unit 1, Session 8!

In this session you will:

- Survey assessments used in your setting; categorize as screening, diagnostic, progress-monitoring, or outcome tests.
- Use a series of questions to guide selection and use of assessments.

Estimated Time: 1 hours, 20 minutes–1 hour, 35 minutes

- 50–55 minutes online
- 15–20 minutes reading Unit 1, Session 8 in the LETRS manual
- 15–20 minutes in your classroom

Unit 2

SESSION 1

How is Phonology Related to Reading and Spelling?

Welcome to Unit 2, Session 1!

In this session you will:

- Explain the role of the phonological processing system and the meaning of the *phon* words.
- Define and distinguish aspects of the phonological processing system.

Estimated Time: 1 hours, 15 minutes–1 hour, 40 minutes

- 40–50 minutes online
- 20–30 minutes reading Unit 2, Session 1 in the LETRS manual
- 15–20 minutes in your classroom

SESSION 2

How Does Phonological Skill Develop?

Welcome to Unit 2, Session 2!

In this session you will:

- Identify examples of early, basic, and advanced phonemic awareness activities.

Estimated Time: 1 hours, 10 minutes–1 hour, 35 minutes

- 40–50 minutes online
- 20–30 minutes reading Unit 2, Session 2 in the LETRS manual
- 10–15 minutes in your classroom

SESSION 3

Why is Phonemic Awareness Important?

Welcome to Unit 2, Session 3!

In this session you will:

- Summarize the evidence that phonemic awareness is a critical component of effective instruction.
- Explain the alphabetic principle as depicted in the Hourglass figure.

Estimated Time: 1 hours, 10 minutes–1 hour, 40 minutes

- 35–40 minutes online
- 20–30 minutes reading Unit 2, Session 3 in the LETRS manual
- 15–30 minutes in your classroom

SESSION 4

What are the Consonant Phonemes of English?

Welcome to Unit 2, Session 4!

In this session:

- Explain the organization of the consonant chart.
- Articulate each phoneme; contrast the features of confusable constant phonemes (e.g., voicing, nasality, continuancy, placement in the mouth).

Estimated Time: 1 hours, 35 minutes–2 hours, 10 minutes

- 60–70 minutes online
- 20–30 minutes reading Unit 2, Session 4 in the LETRS manual
- 15–30 minutes in your classroom

LETRS Outcomes by Unit

SESSION 5

What are the Vowel Phonemes of English?

Welcome to Unit 2, Session 5!

In this session you will:

- Explain the organization of the vowel chart.
- Identify and produce the vowel phonemes of English.

Estimated Time: 1 hour, 15 minutes–1 hour, 40 minutes

- 40–50 minutes online
- 20–30 minutes reading Unit 2, Session 5 in your LETRS manual
- 15–20 minutes in your classroom

SESSION 6

What about Dialects, Language Differences and Allophonic Variation?

Welcome to Unit 2, Session 6!

In this session you will:

- Recognize and respond constructively to errors of English Learners and dialect speakers.
- Recognize how allophonic variation in speech affects students' spelling.

Estimated Time: 1 hour, 45 minutes–2 hours, 15 minutes

- 70–75 minutes online
- 20–30 minutes reading Unit 2, Session 6 in the LETRS manual
- 15–30 minutes in your classroom

SESSION 7

How Should Phonological Skills Be Taught?

Welcome to Unit 2, Session 7!

In this session you will:

- Understand which students benefit from phonological and phonemic awareness instruction.
- Learn a variety of appropriate multisensory phonemic awareness activities including blending, segmentation, substitution, deletion, and reversal.

Estimated Time: 1 hour, 55 minutes–2 hour, 40 minutes

- 80–100 minutes online
- 20–30 minutes reading Unit 2, Session 7 in the LETRS manual
- 15–30 minutes in your classroom

SESSION 8

What Phonological Skills Should Be Assessed?

Welcome to Unit 2, Session 8!

In this session you will:

- Screen students for early, basic, and advanced phonological skills, and use test results to identify appropriate goals for instruction.

Estimated Time: 1 hour, 15 minutes–1 hour, 50 minutes

- 40–50 minutes online
- 20–30 minutes reading Unit 2, Session 8 in your LETRS manual
- 15–30 minutes in your classroom

Unit 3

SESSION 1

Why is Code-Emphasis Instruction Important?

Welcome to Unit 3, Session 1!

In this session you will:

- Understand the role of each strand of the Reading Rope plays in word recognition.
- Define *phonics* and its role in reading instruction.
- Compare code-emphasis instruction with meaning-emphasis instruction.
- Survey the General Phonics Lesson Plan.

Estimated Time: 1 hour, 35 minutes–2 hours, 10 minutes

- 60–70 minutes online
- 20–30 minutes reading Unit 3, Session 1 in the LETRS manual
- 15–30 minutes in your classroom

SESSION 2

How Should Phonological Skills Be Taught?

Welcome to Unit 3, Session 2!

In this session you will:

- Explore the phoneme-grapheme correspondence system of English.
- Classify basic phonic elements: digraphs, blends, vowel teams, VCe syllables, vowel-r combinations, and others.
- Understand some basic patterns of position-based spelling in English.

Estimated Time: 1 hour, 25 minutes–2 hours

- 50–60 minutes online
- 20–30 minutes reading Unit 3, Session 2 in the LETRS manual
- 15–30 minutes in your classroom

LETRS Outcomes by Unit

SESSION 3

How Can Ehri's Phases Guide Instruction?

Welcome to Unit 3, Session 3!

In this session you will:

- Differentiate instructional goals with reference to Ehri's Phases.
- Administer a phonics and word-reading survey to students.

Estimated Time: 1 hour, 25 minutes–2 hours

- 50–60 minutes online
- 20–30 minutes reading Unit 3, Session 3 in your LETRS manual
- 15–30 minutes in your classroom

SESSION 4

How Should Instruction Begin?

Welcome to Unit 3, Session 4!

In this session you will:

- Teach letter names and letter formation.
- Use appropriate key words for sound-symbol associations.
- Teach new correspondences explicitly.
- Use sound-blending routines.

Estimated Time: 1 hour, 25 minutes–2 hours

- 50–60 minutes online
- 20–30 minutes reading Unit 3, Session 4 in the LETRS manual
- 15–30 minutes in your classroom

SESSION 5

What Kind of Practice is Necessary?

Welcome to Unit 3, Session 5!

In this session you will:

- Use a variety of word practice routines (e.g., word lists, word sorts, word building, word chaining, word families).
- Include word meaning in practice routines (e.g., multiple meanings, words in context, word classification).

Estimated Time: 1 hour, 35 minutes–2 hour, 10 minutes

- 60–70 minutes online
- 20–30 minutes reading Unit 3, Session 5 in the LETRS manual
- 15–30 minutes in your classroom

SESSION 6

How Can Spelling Be Taught Using Dictation?

Welcome to Unit 3, Session 6!

In this session you will:

- Understand how reading and spelling are related.
- Employ a routine for word, phrase, and sentence dictation.
- Teach high-frequency words using multisensory techniques.

Estimated Time: 1 hour, 30 minutes–2 hours, 5 minutes

- 55–65 minutes online
- 20–30 minutes reading Unit 3, Session 6 in your LETRS manual
- 15–30 minutes in your classroom

SESSION 7

When Is It Important to Use Decodable Text?

Welcome to Unit 3, Session 7!

In this session you will:

- Use decodable text for appropriate purposes.
- Structure text reading for student success.

Estimated Time: 1 hour, 20 minutes–1 hour, 55 minutes

- 45–50 minutes online
- 20–30 minutes reading Unit 3, Session 7 in the LETRS manual
- 15–30 minutes in your classroom

SESSION 8

What is the Best Way to Further Student Success?

Welcome to Unit 3, Session 8!

In this session you will:

- Obtain and use data to evaluate instruction.
- Select and evaluate instructional materials that support systematic, explicit, code-based instruction.

Estimated Time: 1 hour, 40 minutes – 2 hours, 15 minutes

- 50–60 minutes online
- 15–25 minutes reading Unit 3, Session 8 in the LETRS manual
- 35–50 minutes in your classroom

Unit 4

SESSION 1

What Is Advanced Word Study?

Welcome to Unit 4, Session 1!

In this session you will:

- Understand why advanced word study is important.
- Identify five ways to explain any word.
- Recognize historical influences on English orthography.

Estimated Time: 1 hour, 35 minutes–2 hours, 10 minutes

- 60–70 minutes online
- 20–30 minutes reading Unit 4, Session 1 in the LETRS manual
- 15–30 minutes in your classroom

SESSION 2

Is There More to Learn about Phoneme–Grapheme Correspondence?

Welcome to Unit 4, Session 2!

In this session you will:

- Explore position-based spelling correspondences and other orthographic conventions.
- Learn the technique of phoneme–grapheme mapping.

Estimated Time: 1 hour, 40 minutes–2 hours, 15 minutes

- 65–75 minutes online
- 15–30 minutes reading Unit 4, Session 2 in the LETRS manual
- 20–30 minutes in your classroom

SESSION 3

Why and How Should Syllable Types Be Taught?

Welcome to Unit 4, Session 3!

In this session you will:

- Understand the reasons for teaching syllable patterns.
- Identify and manipulate six syllable types and exceptions.
- Teach multisyllabic word-reading strategy to students.

Estimated Time: 1 hour, 55 minutes–2 hours, 30 minutes

- 80–90 minutes online
- 15–30 minutes reading Unit 4, Session 3 in the LETRS manual
- 20–30 minutes in your classroom

LETRS Outcomes by Unit

SESSION 4

When and How Should Morphology Be Taught?

Welcome to Unit 4, Session 4!

In this session you will:

- Understand the historical origins and types of English morphemes.
- Distinguish syllables from morphemes.
- Examine suffix addition rules—consonant doubling, drop silent e, change y to i—and final odd syllables and suffixes.

Estimated Time: 1 hour, 55 minutes – 2 hours, 30 minutes

- 80–90 minutes online
- 20–30 minutes reading Unit 4, Session 4 in the LETRS manual
- 15–30 minutes in your classroom

SESSION 5

How Can Spelling Be Taught and Assessed?

Welcome to Unit 4, Session 5!

In this session you will:

- Review the structure and purpose of a diagnostic spelling screener.
- Interpret spelling screener results.
- Understand some best practices for teaching spelling.

Estimated Time: 1 hour, 55 minutes–2 hour, 25 minutes

- 65–75 minutes online
- 20–30 minutes reading Unit 4, Session 5 in the LETRS manual
- 30–40 minutes in your classroom

SESSION 6

How Can Reading Fluency Be Built?

Welcome to Unit 4, Session 6!

In this session you will:

- Understand the relationship between oral reading fluency and reading comprehension.
- Identify thresholds for oral reading fluency.
- Learn techniques for building word, sentence, and passage reading fluency.

Estimated Time: 1 hour, 35 minutes–2 hours, 10 minutes

- 60–70 minutes online
- 20–30 minutes reading Unit 4, Session 6 in the LETRS manual
- 15–30 minutes in your classroom

LETRS Outcomes by Unit

SESSION 7

Why Is Working with Data Important?

Welcome to Unit 4, Session 7!

In this session you will:

- Interpret phonological, phonics, spelling, and fluency data.
- Base instructional choices on data.

Estimated Time: 1 hour, 35 minutes – 2 hours, 10 minutes

- 65–75 minutes online
- 20–30 minutes reading Unit 4, Session 7 in the LETRS manual
- 30–50 minutes in your classroom

SESSION 8

How Can Foundational Skills Be Put into Perspective?

Welcome to Unit 4, Session 8!

In this session you will:

- Align practices with scientific evidence.
- Revisit the concept of “balance” in instruction.

Estimated Time: 1 hour, 35 minutes–2 hour, 5 minutes

- 45–55 minutes online
- 20–30 minutes reading Unit 4, Session 8 in the LETRS manual
- 30–40 minutes in your classroom

Unit 5

SESSION 1

Why is Vocabulary So Important?

Welcome to Unit 5, Session 1!

In this session you will:

- Understand the relationships among vocabulary knowledge, background knowledge, oral language proficiency, and reading comprehension.
- Review the evidence that early language stimulation is critical for vocabulary growth and literacy development.

Estimated Time: 1 hour, 30 minutes–2 hours

- 40–50 minutes online
- 20–30 minutes reading Unit 5, Session 1 in the LETRS manual
- 30–40 minutes in your classroom

SESSION 2

What Does Knowing a Word Involve?

Welcome to Unit 5, Session 2!

In this session you will:

- Recognize that both breadth and depth of word knowledge are important for reading comprehension.
- Understand how deep knowledge of a word is established through experience and instruction.
- Assess students' vocabulary informally and formally.

Estimated Time: 1 hour, 45 minutes – 2 hours, 15 minutes

- 55–65 minutes online
- 20–30 minutes reading Unit 5, Session 2 in the LETRS manual
- 30–40 minutes in your classroom

SESSION 3

What Words Should Be Taught Directly?

Welcome to Unit 5, Session 3!

In this session you will:

- Understand the uses as well as the limitations of dictionaries as vocabulary resources.
- Select words based on the three-tier model for choosing vocabulary words.
- Adapt vocabulary instruction for English Learners.
- Use word lists as resources if appropriate.

Estimated Time: 1 hour, 35 minutes–2 hours, 5 minutes

- 45–55 minutes online
- 20–30 minutes reading Unit 5, Session 3 in the LETRS manual
- 30–40 minutes in your classroom

SESSION 4

How Should New Words Be Introduced?

Welcome to Unit 5, Session 4!

In this session you will:

- Follow an effective routine for introducing target vocabulary to students.
- Adapt vocabulary instruction for English Learners

Estimated Time: 1 hour, 35 minutes–2 hours, 5 minutes

- 45–55 minutes online
- 20–30 minutes reading Unit 5, Session 4 in the LETRS manual
- 30–40 minutes in your classroom

LETRS Outcomes by Unit

SESSION 5

What Kinds of Practice Are Effective?

Welcome to Unit 5, Session 5!

In this session you will:

- Use a variety of techniques to explore word relationships.
- Teach new words in relation to other words.

Estimated Time: 2 hours – 2 hours, 30 minutes

- 70–80 minutes online
- 20–30 minutes reading Unit 5, Session 5 in the LETRS manual
- 30–40 minutes in your classroom

SESSION 6

How Is a Language–Rich Classroom Created?

Welcome to Unit 5, Session 6!

In this session you will:

- Model and encourage the use of advanced vocabulary in the classroom.
- Extend vocabulary practice after reading.
- Teach students to use context and word structure to reinforce word meaning and uses.

Estimated Time: 1 hour, 55 minutes–2 hours, 25 minutes

- 65–75 minutes online
- 20–30 minutes reading Unit 5, Session 6 in the LETRS manual
- 30–40 minutes in your classroom

Unit 6

SESSION 1

What Is the Goal of Reading Comprehension Instruction?

Welcome to Unit 6, Session 1!

In this session you will:

- Survey the language and cognitive skills that support reading comprehension (the Reading Rope and beyond).
- Distinguish comprehension products from comprehension processes.
- Understand the goal of instruction: constructing a coherent mental model of the text.
- Prepare to mediate comprehension before, during, and after text reading.

Estimated Time: 2 hours, 5 minutes – 2 hours, 35 minutes

- 75–85 minutes online
- 20–30 minutes reading Unit 6, Session 1 in the LETRS manual
- 30–40 minutes in your classroom

LETRS Outcomes by Unit

SESSION 2

What Causes Poor Comprehension?

Welcome to Unit 6, Session 2!

In this session you will:

- Identify the characteristics of students who struggle with language and reading comprehension.
- Recognize the uses and limitations of standardized reading comprehension tests.

Estimated Time: 1 hour, 45 minutes – 2 hours, 15 minutes

- 55–65 minutes online
- 20–30 minutes reading Unit 6, Session 2 in the LETRS manual
- 30–40 minutes in your classroom

SESSION 3

How Can Students Be Prepared for Reading?

Welcome to Unit 6, Session 3!

In this session you will:

- Understand how vocabulary, background knowledge, and reading comprehension are connected.
- Plan to teach texts by establishing a purpose, introducing key words and ideas, and building requisite background knowledge.

Estimated Time: 1 hour, 20 minutes – 1 hours, 50 minutes

- 30–40 minutes online
- 20–30 minutes reading Unit 6, Session 3 in the LETRS manual
- 30–40 minutes in your classroom

SESSION 4

How Does Sentence Structure Affect Comprehension?

Welcome to Unit 6, Session 4!

In this session you will:

- Understand how syntax or sentence structure can affect students' reading comprehension.
- Provide practice to help students build competence with sentence-level understanding.
- In previewing text, anticipate uncommon sequence grammar or structure that students might not understand, and instruct accordingly.

Estimated Time: 2 hours – 2 hours, 30 minutes

- 70–80 minutes online
- 20–30 minutes reading Unit 6, Session 4 in the LETRS manual
- 30–40 minutes in your classroom

SESSION 5

How Are Ideas Tied Together in a Text?

Welcome to Unit 6, Session 5!

In this session you will:

- Understand the importance of text coherence and its relationship to mental coherence.
- Plan for having students identify and understand the use of various cohesive devices in text.

Estimated Time: 1 hour, 50 minutes – 2 hours, 20 minutes

- 60–70 minutes online
- 20–30 minutes reading Unit 6, Session 5 in the LETRS manual
- 30–40 minutes in your classroom

SESSION 6

How Does Text Structure Affect Comprehension?

Welcome to Unit 6, Session 6!

In this session you will:

- Understand how text organization in different genres affects comprehension.
- Explain the uses and structure of narrative text.
- Explain the uses and structure of informational text.

Estimated Time: 1 hour, 45 minutes – 2 hours, 20 minutes

- 55–65 minutes online
- 20–30 minutes reading Unit 6, Session 6 in the LETRS manual
- 30–40 minutes in your classroom

Unit 7

SESSION 1

How Should Instruction Be Balanced to Include Comprehension?

Welcome to Unit 7, Session 1!

In this session you will:

- Plan to teach both foundational skills and language comprehension.
- Define *high-quality text*, and know where to find it.

Estimated Time: 1 hour, 20 minutes – 1 hours, 45 minutes

- 35–45 minutes online
- 15–20 minutes reading Unit 7, Session 1 in the LETRS manual
- 30–40 minutes in your classroom

SESSION 2

Which Comprehension Strategies Can Be Used during and after Reading?

Welcome to Unit 7, Session 2!

In this session you will:

- Identify which comprehension strategies are supported by research.
- Understand how to integrate research-supported strategies into comprehension instruction, as appropriate.
- Plan to incorporate some effective strategies during reading.
- Plan to incorporate some effective strategies after reading.
- Teach students to generate questions before, during, and after reading.

Estimated Time: 2 hours, 5 minutes – 2 hours, 35 minutes

- 75–85 minutes online
- 20–30 minutes reading Unit 7, Session 2 in the LETRS manual
- 30–40 minutes in your classroom

SESSION 3

How Should Comprehension Be Mediated through Questioning?

Welcome to Unit 7, Session 3!

In this session you will:

- Describe the importance of generating questions that deepen understanding of text.
- Understand how querying facilitates students' inferences and abilities to construct the mental model of the text.
- Plan where to place questions at critical points in the text.

Estimated Time: 1 hour, 25 minutes – 1 hour, 50 minutes

- 40–50 minutes online
- 15–20 minutes reading Unit 7, Session 3 in the LETRS manual
- 30–40 minutes in your classroom

LETRS Outcomes by Unit

SESSION 4

What Should Students Do after Reading a Text?

Welcome to Unit 7, Session 4!

In this session you will:

- Reread and revisit text for various purposes.
- Help students select, represent, analyze, apply, and/or remember the enduring understandings from reading a narrative.
- Help students select, represent, analyze, apply, and/or remember the enduring understandings from reading informational text.
- Understand the importance of varying ways for students to respond to text after reading.

Estimated Time: 1 hour, 40 minutes – 2 hours, 5 minutes

- 55–65 minutes online
- 15–20 minutes reading Unit 7, Session 4 in the LETRS manual
- 30–40 minutes in your classroom

SESSION 5

What Is the Process for Planning and Entire Lesson?

Welcome to Unit 7, Session 5!

In this session you will:

- Use a planning guide for comprehension instruction of narrative texts.
- Use a planning guide for comprehension instruction of informational text.

Estimated Time: 2 hours – 2 hours, 25 minutes

- 80–90 minutes online
- 20–25 minutes reading Unit 7, Session 5 in the LETRS manual
- 30–40 minutes in your classroom

SESSION 6

How Can Instruction Be Adapted for Special Populations?

Welcome to Unit 7, Session 6!

In this session you will:

- Teach Standard American English to nonstandard dialect speakers.
- Provide extra support and instruction for English Learners
- Adjust instruction for students with language disorders and/or low verbal-reasoning abilities.

Estimated Time: 1 hour, 25 minutes – 1 hours, 50 minutes

- 40–50 minutes online
- 15–20 minutes reading Unit 7, Session 6 in the LETRS manual
- 30–40 minutes in your classroom

Unit 8

SESSION 1

Why Is Writing So Challenging?

Welcome to Unit 8, Session 1!

In this session you will:

- Understand the reasons why writing is important.
- Describe the foundational and language skills necessary for writing.
- Explain the phases of the writing process.
- Review the research consensus on effective writing instruction.

Estimated Time: 1 hour, 55 minutes – 2 hours, 25 minutes

- 50-60 minutes online
- 35-45 minutes reading Unit 8, Session 1 in the LETRS manual
- 30-40 minutes in your classroom

SESSION 2

How Should Teachers Prepare Students for Writing?

Welcome to Unit 8, Session 2!

In this session you will:

- Adopt an integrated lesson framework for foundational skills and composition.
- Systematically teach letter formation and build handwriting fluency.
- Teach spelling explicitly, emphasizing language structure and orthographic regularities to support fluent writing.

Estimated Time: 2 hour, 10 minutes – 2 hours, 40 minutes

- 60-70 minutes online
- 35-45 minutes reading Unit 8, Session 2 in the LETRS manual
- 30-40 minutes in your classroom

SESSION 3

How Can Students Gain Competence in Building Sentences?

Welcome to Unit 8, Session 3!

In this session you will:

- Review the importance of sentence generation as a foundational literacy skill.
- Systematically and cumulatively build command of sentences by following a developmental progression.

Estimated Time: 2 hour, 20 minutes – 2 hours, 50 minutes

- 85-95 minutes online
- 25-35 minutes reading Unit 8, Session 3 in the LETRS manual
- 30-40 minutes in your classroom

LETRS Outcomes by Unit

SESSION 4

How Can Narrative Composition Be Supported?

Welcome to Unit 8, Session 4!

In this session you will:

- Understand narrative writing development and create a writers' environment.
- Plan narrative writing lesson and support students in planning a narrative.
- Support the translating (drafting) phase of narrative writing.
- Structure review and feedback for success.

Estimated Time: 2 hour, 10 minutes – 2 hours, 40 minutes

- 70-80 minutes online
- 30-40 minutes reading Unit 8, Session 4 in the LETRS manual
- 30-40 minutes in your classroom

SESSION 5

How Should Informational and Opinion Writing Be Taught?

Welcome to Unit 8, Session 5!

In this session you will:

- Understand informational and opinion writing development.
- Teach how to write paragraphs to support informational and opinion writing.
- Plan an informational or opinion writing lesson and support students in planning.
- Support the translating (drafting) phase of informational and opinion writing.
- Structure review and feedback to improve informational and opinion writing.

Estimated Time: 2 hour, 10 minutes – 2 hours, 40 minutes

- 65-75 minutes online
- 35-45 minutes reading Unit 8, Session 5 in the LETRS manual
- 30-40 minutes in your classroom

SESSION 6

How Can Student Writing Progress Be Assessed?

Welcome to Unit 8, Session 6!

In this session you will:

- Understand the methods for assessing student progress in writing.
- Evaluate student writing using a checklist
- Implement a plan for writing across the school year.

Estimated Time: 1 hour, 45 minutes – 2 hours, 15 minutes

- 60-70 minutes online
- 25-35 minutes reading Unit 8, Session 6 in the LETRS manual
- 20-30 minutes in your classroom