



NEW HAVEN PUBLIC SCHOOLS
AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: Lexia Learning

Doing Business As, if applicable: VENDOR

Business Address: 300 Baker Ave, Ste. 320, Concord, MA 01742;
1-800-435-3942

Business email: *Leah.Klein@lexialearning.com*

Funding Source & Acct # including location code: ARP ESSER III Carryover 2553-6399-56694-0105

Principal or Supervisor: Lynn Brantley

Agreement Effective Dates: From 01/24/23 To 06/30/25.

Hourly rate or per session rate or per day rate.
Total amount: \$124,865.00

Description of Service: Please provide a one or two-sentence description of the service. *Please do not write "see attached."*

The LETRS Suite is a curriculum of 8 modules for comprehensive professional learning designed to provide elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. LETRS for Educators course will practically, systematically, and methodically address the systems of language underlying literacy (phonology, orthography, semantics, syntax, discourse, and pragmatics) through blended format units. LETRS for Administrators equips instructional leaders to create systems and structures includes how to build capacity, collaborate with school leadership teams, manage goal setting, develop assessment plans, and make effective data-based decisions to have a systemic impact on student literacy achievement.

Submitted by: *Lynn Brantley* Phone: *1/11/23*



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Lynn Brantley
Date: November 24, 2022
Re: LETRS Training

Please answer all questions and attach any required documentation as indicated below. Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:** Lexia Learning
2. **Description of Service:** The LETRS Suite is comprehensive professional learning designed to provide elementary educators with deep knowledge to be literacy and language experts in the science of reading. LETRS for Educators course practically, systematically, and methodically addresses the systems of language underlying literacy (phonology, orthography, semantics, syntax, discourse, and pragmatics) through blended format units.
3. **Amount of Agreement and hourly or session cost:** \$124,865.00
 - 40 educators/participants provided with 8 LETRS Modules:
 - curriculum material bundles
 - 6hour online sessions
 - 12-15 hours of practicum
 - 50 Administrators training provided with 8 online sessions:
 - curriculum materials bundles
 - 15 Facilitator Modules:
 - curriculum material bundles
 - 4 days of unit sessions
 - LETRS success partnership:
 - dedicated customer success management team
4. **Funding Source** and account number: ARP ESSER III Carryover Fund 2553-6399-56694-0105
5. Approximate number of staff served through this program or service: 90
6. Approximate number of students served through this program or service: 5000

7. Continuation/renewal or new Agreement?

Answer all questions:

- a. If continuation/renewal, has the cost increased? If yes, by how much? No
- b. What would an alternative contractor cost: N/A
- c. If this is a continuation when was the last time alternative quotes were requested? No
- d. For new or continuation: is this a service existing staff could provide? If no, why not?
No, it is a service that must be provided by only certified consultants from Lexia.

8. Type of Service:

Answer all questions:

- a. Professional Development? Yes but is reliant on a specialized curriculum through the Lexia Learning Company.
 - i. If this is a professional development program, can the service be provided by existing staff? If no, why not? No, it is a service that must be provided by only certified consultants from Lexia
- b. After School or Extended Hours Program? No
- c. School Readiness or Head Start Programs? No
- d. Other: (Please describe)

9. Contractor Classification:

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business? No
- b. Is the Contractor Local? No
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national? No
- d. Is the Contractor a public corporation? No
- e. Is this a renewal/continuation Agreement or a new service? New service
- f. If it is a renewal/continuation has cost increased? If yes, by how much?
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain: Yes, the contract will provide training enhance educator knowledge around comprehensive literacy practices that will applied in the classroom.

10. Contractor Selection: In this section, please describe the selection process, including other sources considered and the rationale for selecting the contractor. Please answer all questions:

- a. What specific skill set does this contractor bring to the project? Please attach a copy of the contractor's resume if an individual or a link to the contractor's website if a company: This contractor is knowledgeable of the content and methodology of research-based explicit, structured literacy instruction, has an understanding of cognitive and language factors that shape learning, language structure, and development in how reading is acquired. (<https://www.lexialearning.com/letrs>)
- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source designation from the City of New Haven Purchasing Department? Sole Source because this training is built on a curriculum and is program agnostic.

- c. Is the contractor the lowest bidder? If no, why? Why was this contractor selected? N/A
- d. Who were the members of the selection committee that scored bid applications? N/A
- e. If the contractor is Sole Source, please attach a copy of the Sole Source designation letter from the City of New Haven Purchasing Department. Due to this course being built upon a specialized curriculum/modules for educators and administrators this must be considered for Sole Source.

11. Evidence of Effectiveness & Evaluation

Answer all questions

- a. What **specific need** will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met? Surveys from all participants will be provided after training. The training includes assessments for each participant in order to ensure mastery of learning.
 - b. If this is a **renewal/continuation service** attach a copy of the evaluation or archival data that demonstrates effectiveness.
 - c. How is this service aligned to the District Continuous Improvement Plan? This service strengthens the knowledge of Instructional Coaches in order to impact the teaching of early literacy and the academic outcomes for NHPS students in grades K-3.
12. Why do you believe this Agreement is fiscally sound? This item is essential to provide our K-2 staff training that improves their ability to provide instruction based on the Science of Reading.
13. What are the implications of not approving this Agreement? Knowledge gaps regarding early literacy instruction and how Science of Reading supports student literacy acquisition.

Rev: 8/2021



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

Lexia Learning
FOR DEPARTMENT/PROGRAM:
Literacy Department

This Agreement entered into on the 9th day of January 2023, effective (*no sooner than the day after Board of Education Approval*), the 24th day of January, 2023, by and between the New Haven Board of Education (herein referred to as the “Board” and, Lexia Learning located at, 300 Baker Ave, Ste. 320, Concord, MA 01742 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of: \$124, 865.00 for a total of 8 sessions for 90 participants.

The maximum amount the contractor shall be paid under this agreement: one hundred twenty-four thousand, eight hundred and sixty-five dollars (\$124,865.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by ARP ESSER III Carryover Fund **Program** of the New Haven Board of Education, **Account Number:** 2553-6399-56694-0105 **Location Code:** 0105

This agreement shall remain in effect from January 24, 2023 to June 30, 2025.

SCOPE OF SERVICE: *Please provide brief summary of service to be provided.*

Professional Learning sessions for 50 administrators and 40 educators (i.e. Literacy Coaches) designed to provide elementary educators with deep knowledge to be literacy and language experts in the science of reading by practically, systematically, and methodically addressing the systems of language underlying literacy (phonology, orthography, semantics, syntax, discourse, and pragmatics) through blended format units.

Exhibit A: Scope of Service: *Please attach contractor's detailed Scope of Service on contractor letterhead with all costs for services including travel and supplies, if applicable.*

Exhibit B: Student Data and Privacy Agreement: *Attached*

APPROVAL: This Agreement must be approved by the New Haven Board of Education *prior to service start date*. Contactors may begin service no sooner than the day after Board of Education approval.

HOLD HARMLESS: The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor's breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

TERMINATION: The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

Contractor Signature

President
New Haven Board of Education

Date

Date

Contractor Printed Name & Title

Revised: 8/2021



EXHIBIT B

STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student-generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

QUOTE



Lexia Learning Systems LLC

300 Baker Avenue, Suite 320

Concord, MA 01742 USA

Phone: (978) 402-3620

Fax: (978) 402-3621

Quote #: Q-541123-1

Created Date: 11/29/2022

Prepared By: Leah Klein

Email: leah.klein@lexialearning.com

Ship To:

New Haven Public Schools

54 Meadow Street

New Haven, CT 06519 US

Bill To:

Keisha Redd-Hannans

New Haven Public Schools

Attn: Dept of General Funds

54 Meadow Street

New Haven, CT 06519 US

| Quantity | Line Item Description | Product Code | Version | Volume | Term | Sales Price | Total Price |
|----------|---|--------------|---------------|--------|--------|-------------|-------------|
| 40 | LETRS Participant Materials Bundle (Print + License) with Live Online Professional Learning | 382504 | 3E | 1+2 | 2 year | \$1,267.00 | \$50,680.00 |
| 50 | LETRS Participant Materials Bundle (Print + License) with Live Online Professional Learning | 382539 | Administrator | | 2 year | \$826.00 | \$41,300.00 |
| 1 | LETRS Success Partnership Silver | 382408 | 3E | 1+2 | 2 year | \$9,900.00 | \$9,900.00 |
| 15 | LETRS Facilitator Bundle (Print + License) with Face-to-Face or Live Online Professional Learning | 382547 | 3E | 1 | 1 year | \$1,532.33 | \$22,985.00 |

Total Price \$124,865.00

Est. Tax \$0.00

Total Due \$124,865.00

Prices quoted are inclusive of Shipping and Handling.

If you are Tax-Exempt, please send a copy of your Tax-Exempt Certification with your PO. Please note that if you have previously provided this certificate to Voyager Sopris, we will need a new certificate issued to Lexia Learning Systems.

Fax or email Purchase Orders with quote number Q-541123-1 to the following:

Attn: Leah Klein

Email: leah.klein@lexialearning.com

Fax: 978-287-0062

PLEASE NOTE THE QUOTE NUMBER MUST APPEAR ON PURCHASE ORDER(S) IN ORDER TO PROCESS.

TERMS AND CONDITIONS

****Prices included herein are exclusive of all applicable taxes, including sales tax, VAT or other duties or levies imposed by any federal, state or local authority, which are the responsibility of Customer. Any taxes shown are estimates for informational purposes only. Customer will provide documentation in support of tax exempt status upon request. Pricing is valid for 60 days. Unless otherwise provided herein, Lexia will invoice the total fees set forth above upon receipt of customer's PO/acceptance. Payment is due net 30 days of invoice.**

1-Year licenses expire 12 months from the date of activation; 2-Year licenses expire 24 months from the date of activation

- Additional Support Services purchased separately from subscription licenses/packages (e.g., webinars or additional onsite and/or virtual training hours) must be used within 12 months from the received date of the PO acceptance of the applicable quote
- A customer-designated account administrator contact name and email address are required for all subscriptions and service orders.

ORDER TERM

This quote and the associated confirming purchase order or other customer confirmation of this quote serve as an agreement for this order, which becomes effective upon its acceptance by both parties. Unless otherwise agreed by Lexia and customer in writing, the licenses, products and/or services purchased pursuant to this order will begin on or about the start date and continue in effect for the applicable period set forth in this quote. Unless otherwise set forth herein or agreed to by Lexia and customer in writing, all subscriptions and services are deemed delivered upon provisioning of license availability, and all subscription licenses and services must be used within the applicable subscription or service period herein; unused subscription licenses or services are not eligible for refund or credit. Onsite training is fulfilled with virtual training as needed. Without prejudice to its other rights, Lexia may suspend delivery of the subscriptions, products and/or services in the event that customer fails to make any payment when due following notice.

ORDER PROCESS

To submit an order, please fax this quote along with the applicable Purchase Order to: (978) 287-0062, or send by email to your sales representative's email address listed above.

NOTE: EACH PURCHASE ORDER MUST INCLUDE THE CORRECT QUOTE NUMBER PROVIDED ON THIS QUOTE, AND THE QUOTE SHOULD BE ATTACHED.

ACCEPTANCE

All subscriptions, products and services hereunder are offered subject to the Lexia Application License Agreement terms, available at <https://lexialearning.com/privacy/eula> (the "License"), as supplemented by the terms herein. By placing any order, customer confirms its acceptance of the License and the terms and fees in this quote, which, together with any previously awarded proposal and/or any other associated agreement entered into by Lexia and customer regarding the subscriptions, products and services in and as supplemented by this quote, constitute the entire agreement between customer and Lexia regarding such subscriptions, products and services (the "Agreement"). Customer and Lexia agree that the terms and conditions of this Agreement supersede any additional or inconsistent terms or provisions in any customer drafted purchase order, which shall be void and of no effect, or any communications, whether written or oral, between customer and Lexia relating to the subject matter hereof. In the event of any conflict, the terms of this Agreement shall govern.

Lexia™

a **cambium** company

New Haven Public Schools

Leah Klein, Account Executive
617-549-2249
Leah.Klein@lexialearning.com

November 29, 2022

November 29, 2022

Keisha Redd-Hannans
Assistant Superintendent of Curriculum, Instruction, and Assessment
New Haven Public Schools
54 Meadow Street, New Haven, CT 06519

Dear Keisha,

All for Literacy! Lexia Learning, through a singular focus on literacy and a full spectrum of solutions, helps more learners to read, write, and speak with confidence. Literacy deserves and demands focus, and for over 35 years, Lexia has delivered it. We put all our attention into this one critical area of learning. Through our focus, we've developed a breadth and depth of expertise unlike any in our field. It has enabled us to form partnerships with world-renowned authors, set new standards for content quality, develop advanced learning technologies, and lead the charge on innovative approaches to literacy's biggest issues.

Our digital-centric solutions can be used to meet professional learning needs around the Science of Reading or Structured Literacy. When we met, you expressed commitment to achieve the following goals.

- Leverage **Evidence-based, Scalable Professional Development & HQM** to drive instructional transformation and demonstrate ELA proficiency and growth, using SMART Goals/metrics.
- Ensure an equitable path to recovery with a 3–5-year plan, incorporating a phased approach that utilizes ESSER funds improve instructional pedagogy, drive systemic change, accelerate learning for all. More specifically, you asked for a preliminary proposal that would include LETRS for Educators, LETRS for Early Childhood, and LETRS for Administrators.

LETRS[®]

The Language Essentials for Teachers of Reading and Spelling (**LETRS**[®]) Suite is professional learning that provides educators and administrators with deep knowledge to be literacy and language experts in the Science of Reading. Developed by renowned literacy experts Dr. Louisa Moats, Dr. Carol Tolman, and Dr. Lucy Hart Paulson, **LETRS** teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

Lexia Learning is pleased to partner with your district to improve the reading achievement of all students! Should you have any questions regarding this proposal, please contact me directly at Leah.Klein@Lexialearning.com.

Sincerely,
Leah Klein

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Overview of LETRS

The LETRS Suite is comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats and leaders in the field of literacy, LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.

LETRS[®]

Language Essentials for Teachers
of Reading and Spelling

Professional Learning Solutions



for Administrators



for Educators



for Early Childhood
Educators

Dr. Louisa Moats and Dr. Carol A. Tolman, both renowned literacy experts, developed the LETRS content and teaching methods over many years of research and practice with input from participants, trainers, and independent reviewers. Through the course of study, educators acquire:

- In-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught
- Ways to assess student language development for prevention and intervention
- Guidance on how to plan and balance word recognition and comprehension instruction
- Information on how to differentiate instruction to meet the needs of all students
- Activities to reinforce concepts, videos of expert teaching, and practical ways to apply learning to the classroom every day
- Educators matter more to student achievement than any other aspect of schooling. However, many educators are not well prepared to teach all students to read, including those who struggle. LETRS provides a professional learning course of study based in the science of reading for elementary educators, which teaches the how, what, and why of literacy acquisition to improve instructional practice and impact long-term systemic change in literacy instruction.



for Administrators

LETRS for Administrators equips instructional leaders to create systems and structures in their schools and districts to achieve high levels of academic performance and growth in literacy. Designed to target the needs of instructional leaders, the LETRS for Administrators professional learning course of study teaches how to build capacity, collaborate with school leadership teams, manage goal setting, develop assessment plans, and make effective data-based decisions to have systemic impact on student literacy achievement



for Educators

LETRS for Educators professional learning is an investment in teachers' literacy knowledge and professional practice. Teachers gain essential knowledge to master the fundamentals of literacy instruction required to transform student learning. This course is recommended for educators with kindergarten through third grade students as well as educators with struggling students in fourth and fifth grades.



*for Early Childhood
Educators*

LETRS for Early Childhood Educators professional learning provides deep knowledge of literacy instruction for the youngest learners. The more children know about language and literacy before they begin kindergarten and first grade, the better equipped they are to succeed in literacy learning and beyond. This course is recommended for educators who have multi-age preschool, pre-K, and kindergarten students.

For more information about LETRS, please see: <https://www.lexialearning.com/letrs>

LETRS FOR ADMINISTRATORS

LETRS for Administrators equips instructional leaders to create systems and structures in their schools and districts to achieve high levels of academic performance and growth in literacy. Designed to target the needs of instructional leaders, the LETRS for Administrators professional learning course of study, teaches how to build capacity, collaborate with school leadership teams, manage goal setting, develop assessment plans, and make effective data-based decisions to have systemic impact on student literacy achievement.

Instructional leaders of state/district/school communities lead the charge for effective instructional delivery and positive change impacting educator and student success. LETRS equips leaders with the resources and tools needed to be the change agents necessary for a systemic shift that improves literacy instruction and student learning.

Instructional leaders benefit from:

- Knowledge of the content and methodology of research-based, explicit, Structured Literacy instruction.
- An understanding of the cognitive and language factors that shape student learning, and of pedagogical detail.
- Tools to develop a data-driven literacy action plan centered on scientific research-based instruction and differentiation to meet the needs of all students.
- A condensed overview in language structure and development solidly based in research about how reading and language is acquired and aligned to LETRS.
- Tools and resources to support the navigation of district and school literacy initiatives.
- An increase in overall achievement levels and fewer students experiencing reading difficulties.
- Educators who are more confident, knowledgeable, and able to apply explicit instruction and science-based strategies for student learning.

LETRS FOR EDUCATORS

The LETRS course practically, systematically, and methodically addresses the systems of language underlying literacy, including phonology, orthography, semantics, syntax, discourse, and pragmatics. The course is designed to be comprehensive, flexible, research-based, relevant, and applicable to the classroom.

The course is a blended format, typically delivered over two years. LETRS consists of two volumes:

- Volume 1 focuses on word recognition
- Volume 2 focuses on language comprehension

Each volume consists of four units:



Units

LETRS units address each essential component of reading instruction and the foundational concepts that link each component.

Units 1–4 (Volume 1)

Theoretical models from reading science; phonology, basic and advanced phonics; screening and educational diagnostic assessment

Unit 1: The Challenge of Learning to Read

Unit 2: The Speech Sounds of English

Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling

Unit 4: Advanced Decoding, Spelling, and Word Recognition

Units 5–8 (Volume 2)

Teaching vocabulary, language and reading comprehension, and writing

Unit 5: The Mighty Word: Oral Language and Vocabulary

Unit 6: Digging for Meaning: Understanding Reading Comprehension

Unit 7: Text-Driven Comprehension Instruction

Unit 8: The Reading-Writing Connection

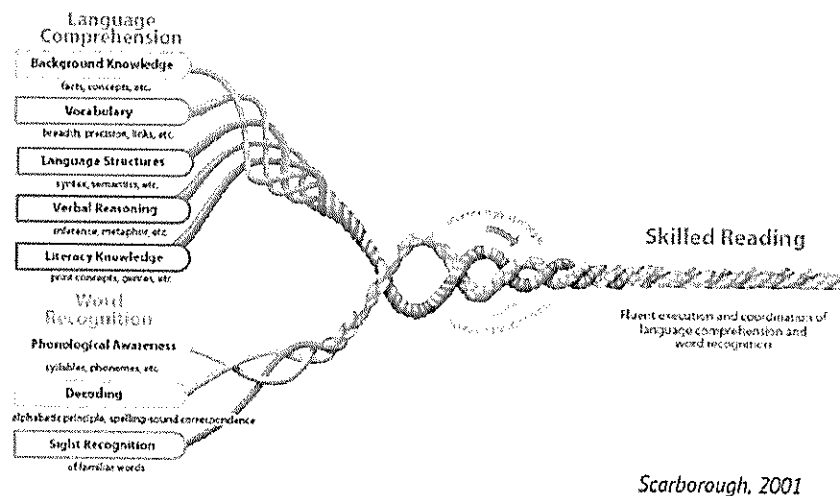
Sessions in the manual follow the same sequence as the online sessions. To complete the course, participants must read the manual, complete the online activities, and attend the eight six-hour, in-person, or virtual-live group sessions (48 hours total).

The optimal implementation includes online instruction in all eight units supported by the manual and ongoing face-to-face training. Each unit takes approximately 12 to 15 hours to complete, including time spent reading the manual, working through the online sessions, and completing classroom application activities called Bridge to Practice. Each unit has six to eight sessions and a unit summary activity. Within each session, integrated, interactive exercises connect topics to one another, to the research, and to application in the classroom.

LETRS is designed to be delivered in the sequence outlined by units so that teachers gradually build the content and practical-application knowledge they need to be effective teachers. Each unit builds on the previous, includes review, and ends with a quiz to evaluate participants' learning. Following foundational concepts, LETRS addresses each essential component of reading instruction and the foundational concepts that link each component, then moves to phonology, phoneme awareness, and the writing system (orthography) of English. Next, the course progresses to topics in fluency and automaticity, vocabulary, and comprehension instruction.

Based on Strong Research with a Focus on Language

LETRS has more than a decade of demonstrated success in schools and districts across the United States and fills the gaps in language structure and language development that were not taught in teacher preparation courses.



LETRS FACILITATOR ROLE

SUPPORT YOUR DISTRICT IN THE SUSTAINABLE USE OF LETRS PROFESSIONAL DEVELOPMENT FOR YEARS TO COME

The Facilitator is an individual with a deep understanding of the content, a commitment to become an expert in the research and evidence-based theories of LETRS, and the intention to support the implementation of LETRS in the sponsoring agency.

These individuals will facilitate face-to-face professional learning sessions aligned to each unit, facilitate Professional Learning Communities, answer questions from participants, and review participants' online data to determine if gaps in conceptual understanding exist that need to be addressed in a customized workshop.

REQUIREMENTS TO BECOME A FACILITATOR

- Complete the online content for Volume 1 (Units 1-4) or Volume 2 (Units 5-8)
- Read the textbook and complete the online content and associated Bridge to Practice activities.
- Attend four days of Unit sessions:
 - One full day dedicated to each Unit in Volume 1 (Units 1-4)
 - One full day dedicated to each Unit in Volume 2 (Units 5-8)
- Pass the LETRS Volume 1 or Volume 2 end-of-course exam with an 88% or better.
- Complete the required number of professional learning days to become a Facilitator. Four days for LETRS per Volume.
- Purchase Facilitator's Kit upon meeting pre-requisites.

The Facilitator's Kit includes:

- Facilitator's Guide
- One-year license to digital Facilitator resources
- One-year license to the Literacy Symposium

Upon being awarded Facilitator status, the individual will annually:

- Complete a minimum of eight sessions of ongoing professional learning offered via the Literacy Symposium
- Sign a Statement of Commitment
- Remain employed with the original sponsoring agency

LETRS FOR EARLY CHILDHOOD EDUCATORS

LETRS® for Early Childhood Educators is a specialized professional development course of study that provides vital, practical information for building language and cognitive skills through a balance of teacher and student-centered social, emotional, and physical development essential for young children before learning to read and write. LETRS for Early Childhood Educators provides in-depth knowledge and strategies preschool teachers can use to teach language and literacy skills to every student.

The LETRS Early Childhood course has three primary goals:

- Focus on definitions and concepts related to early literacy and language, the process involved, and the developmental sequence by which these skills develop
- Expand strategies used to design and implement rich learning activities that are engaging, effective, evidence-based, and developmentally appropriate
- Describe and discuss assessment procedures to make the best use of data in teaching the youngest learners

LETRS EC is provided in a blended format and is delivered in a year. It includes four units of instruction, each of which is divided into sessions. Participants receive:

- 22 hours of self-paced, online materials
- A 169-page manual (self-paced, offline reading)
- Two six-hour, in-person, or virtual-live group sessions (12 hours total)

LETRS® for Early Childhood Educators course has four units, each of which addresses a critical component of early learning and literacy. Each unit is composed of two or four learning sessions. Sessions in this manual follow the same sequence as the online sessions.

- **Unit 1: Early Literacy Foundations**
- **Unit 2: Oral Language Connections**
- **Unit 3: Phonological "PH"oundations**
- **Unit 4: Print Knowledge ABC to XYZ**

Each unit addresses a critical component of early learning and literacy. Each unit is composed of two to four learning sessions and the manual follows the same sequence. Participants must read the manual, complete the online activities, and attend the two group sessions for completion.

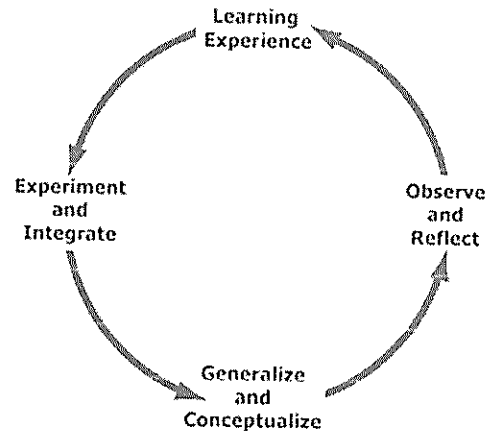
Grounded in Research

Based on Adult Learning Theory Research

The LETRS professional learning model is based on research that supports how adults learn. Adult learning specialist, David Kolb describes adult learning theory as a four-phase experiential cycle.

LETRS courses follow a learning framework that supports this cycle.

- In the Learning Experience phase, teachers learn about the underlying research and pertinent definitions, drawing upon a personal connection for learning the content of the session.
- Teachers experiment with the content by first understanding the research-based strategies, followed by observing exemplary models of instruction. Participants begin to integrate their knowledge by having the opportunity to debrief their observations.
- Teachers develop a conceptual understanding of how the professional learning content will translate to their teaching environment.
- Teachers will observe and reflect as the trainer demonstrates teaching *LETRS* evidence-based strategies and then provides opportunities for the teachers to practice. Following this experiential opportunity, teachers debrief and plan next steps to how this new knowledge and expertise will be integrated into their teaching every day.



Within this framework, about 30 percent of the time is set aside for presentation and direct instruction of *LETRS* content. About 30 percent of the time is allowed for the trainer to demonstrate and model lessons or lesson parts (or for teachers to view lessons via video footage). Explicit modeling of instructional strategies that enhance learning for English language learners and students with exceptional needs is emphasized. The remaining 40% of training time will be used for large- and small-group discussions, reflections and debriefing, activities to reinforce learning, and practice in teaching the curriculum using actual lesson plans from grade-leveled materials.

Evidence of Effectiveness

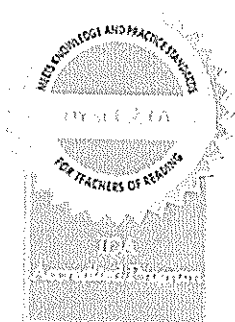
LETRS meets the Promising Criteria for ESSA Evidence, including demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes. LETRS is also based on promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias. LETRS is recognized for achieving the following:

- The Regional Educational Laboratory Southeast report identified educator outcomes associated with the implementation of LETRS professional development as part of Mississippi's early literacy initiative.
- Educators who participated in the professional learning course of study (LETRS) had higher measures of teacher knowledge than those who had not completed it by the end of the study.
- Educators who participated in the professional learning course of study (LETRS) had higher measures of instruction quality, student engagement, and teacher competencies than those who had not completed it by the end of the study.

➤ For more information and results of the study, please see the [ESSA LETRS Flyer](#).

Professional Endorsements

LETRS is recognized as the gold standard of professional development where teachers gain the knowledge essential to becoming successful teachers of language and literacy instruction. Prestigiously accredited by the International Dyslexia Association, LETRS is flexible literacy professional learning for educators that shows how language, reading, and writing are related to one another and other critical elements that are most effective in improving overall reading outcomes.



"The International Dyslexia Association (IDA) congratulates the LETRS program on its recent accreditation," says IDA CEO Sonja Banks. "By requiring the mastery of the principals and practices of structured literacy as set forth in IDA's Knowledge and Practice Standards for Teachers of Reading (KPS), the LETRS program exemplifies the quality and commitment necessary to prepare teachers to provide effective instruction to all students, especially those who struggle."

- LETRS is a winner of the [Ed Tech Awards 2020](#) and is accredited by the [International Dyslexia Association](#).

Pricing Proposal

RECOMMENDED BUNDLES

| Bundles include Licenses, Print Materials, and Professional Learning Sessions | Cost | Timeline |
|--|----------|----------|
| LETRS for Administrators – 2 Cohorts | | |
| LETRS for Administrators, with 16 Live Online Professional Learning Sessions, cohort of 50 participants | \$41,300 | 2 years |
| LETRS for Educators – 1 Cohort 40 Reading Specialists/Leads & Interventionists | | |
| LETRS for Educators Units 1-8, with 8 Live Online Professional Learning Sessions for 40 participants | \$50,680 | 2 years |
| LETRS Facilitator Training Volume 1 | | |
| LETRS Facilitators Training, with Four 6-hour Face to Face Sessions & 15 Facilitator Guides Volume 1 – Units 1-4 with Online Facilitator Licenses including the Literacy Symposium | \$22,985 | 1 Year |

NOTE: *All Live Online sessions are half day (3 hours).*

SUCCESS PARTNERSHIPS

| | |
|--|---------|
| LETRS Success Partnership Options | |
| LETRS Success Partnership—Silver | \$9,900 |

Ordering Information

Lexia Voyager Sopris Learning, Inc. (Lexia Voyager Sopris) includes the following order information for your convenience.

Order Process

Unless otherwise agreed by Lexia Voyager Sopris and customer, a state agency, district, or school customer may order subscription licenses, products, and/or services offered under this proposal by contacting a Lexia Voyager Sopris representative who will prepare a unique order quote, which will detail the type, number of units, shipping and handling fees, and term of the licenses, products and/or services. To confirm an order, the customer may email the quote, along with a purchase order, to the representative's email listed in the quote or fax to (888) 819-7767. Each purchase order must reference the correct quote number and should include a copy of the quote. Lexia Voyager Sopris' receipt and acceptance of the customer's purchase order (where applicable) or payment, will be the basis for order confirmation. Lexia Voyager Sopris does not accept purchase orders by phone, and requisitions are not an acceptable alternative to a purchase order. Unless otherwise set forth in the applicable Lexia Voyager Sopris order quote or agreed by Lexia Voyager Sopris and customer, Lexia Voyager Sopris will invoice the total price set forth in the applicable quote upon customer's acceptance, with payment due net 30 days of invoice receipt. Without prejudice to its other rights, Lexia Voyager Sopris may suspend delivery of the subscriptions, products, and/or services in the event that customer fails to make any payment when due. Lexia Voyager Sopris will notify customer and provide reasonable opportunity for customer to cure prior to any such suspension.

Order Term

The order quote and associated confirming purchase order serve as an agreement for the order which becomes effective upon its acceptance by both parties. Unless otherwise agreed by Lexia Voyager Sopris and customer, the licenses, products, and/or services purchased pursuant to the order agreement will begin on or about the start date as set forth in the quote and continue in effect for the period set forth in the quote.

- **Subscription Licenses and Associated Services:** Unless otherwise set forth in the quote or agreed to by Lexia Voyager Sopris and customer, all subscription licenses under the order shall have the same start and end dates, all subscription products and services are deemed delivered upon provisioning of license availability, and all subscription licenses and associated services must be used within the subscription period; unused subscription licenses or services are not eligible for refund or credit. On-site training may be fulfilled with a virtual training equivalency, as needed, of up to six instructional hours per day.
- **Onsite and Online Professional Learning and/or Training Services:** Unless otherwise set forth in the quote or agreed to by Lexia Voyager Sopris and customer, additional virtual or on-site professional learning or training services or sessions purchased separately from subscription licenses and services (e.g., additional professional learning or training days, webinars, etc.) will expire 12 months from receipt of purchase order. For multi-year additional professional learning or training session purchases, unless otherwise agreed by Voyager Sopris and customer in writing, the expiration date for such additional services will be noted at the time the applicable purchase order is received.

Order Acceptance

All Lexia Voyager Sopris subscriptions, products and/or services are offered subject to Lexia Voyager Sopris' standard license and terms of use (the "License Terms"), available on the product log in pages, if applicable, as supplemented by the terms of the awarded RFP and the applicable quote. By placing an order, customer confirms its acceptance of the License Terms, as well as the fees in the quote, which together with the awarded proposal and/or any other associated agreement entered into by Lexia Voyager Sopris and customer regarding the subscriptions, products and services, constitute the entire agreement between customer and Lexia Voyager Sopris regarding such subscriptions, products, and services (the "Agreement"). Customer and Lexia Voyager Sopris agree that the terms and conditions of the Agreement supersede any additional or inconsistent terms or provision in any customer drafted purchase order, or any communications, whether written or oral, between customer and Lexia Voyager Sopris relating to the subject matter hereof, which shall be of no effect. In the event of any conflict, the terms of the Agreement shall govern.

Pricing Term

Unless otherwise agreed by Lexia Voyager Sopris and customer, pricing is based on the current year's public price list, which is effective from January 1 to December 31.

Return Policy

For items requiring shipping, if you wish to return the products for any reason, they must be returned within 30 days of receipt to receive full credit or refund. To ensure proper credit or refund, call (800) 547-6747 for an authorization number and procedures before returning an item. Products returned after 30 days will be subject to a 15% restocking fee. Products cannot be returned after 90 days from the date of shipment. Kits, Classroom Sets, etc., must be returned in their entirety. Lexia Voyager Sopris cannot switch components or issue partial credits. If you find an error on your packing slip or if your order was filled incorrectly, please notify Customer Service within 10 business days of receipt to have discrepancies rectified promptly.

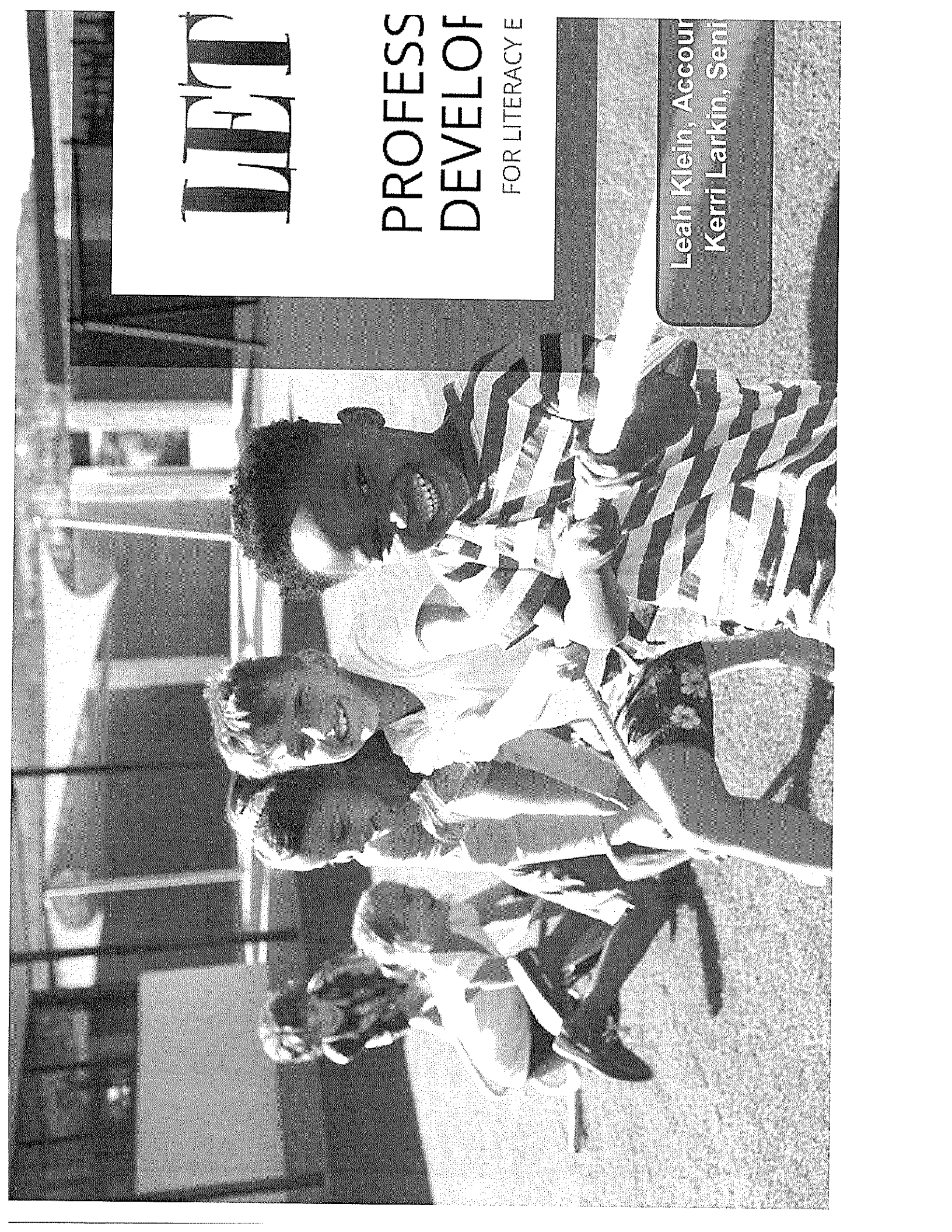
Return Shipping

For items requiring shipping, customers are responsible for the cost of return shipping. Returned goods must be shipped via UPS or FedEx. To receive credit for returned materials, all materials must be in salable condition. Please package returns carefully so they are not damaged in transit, and limit the weight of boxes to 50 pounds. If Lexia Voyager Sopris receives damaged goods and you would like them returned to you, you must pay the re-return shipping costs.

Intellectual Property

The District or State agency customer acknowledges and agrees that the Services are existing, commercially available SaaS-based subscriptions, provisioned in a multi-tenant, shared database architecture, with ancillary training, texts and other materials, which Lexia Voyager Sopris offers and provisions to all of its educational customers under its standard limited license terms, and all ownership or other intellectual property rights of any kind in and to the Services and/or any associated materials developed, used or provided in the course of any services, or derivatives thereof, whether or not now or in the future acquired, filed, perfected, registered or recorded, are expressly reserved to and remain the property of Lexia Voyager Sopris and/or its licensors, as set forth in the license terms.

All rights relating to the Services and/or materials not expressly granted by Lexia Voyager Sopris in the license terms for the Services are reserved. The parties acknowledge that elements of the Lexia Voyager Sopris Services constitute software and documentation and are provided as "Commercial Items" as defined at 48 C.F.R. 2.101, and are being licensed to government end users solely as commercial computer software subject to restricted rights described in 48 C.F.R. 2.101 and 12.212. The parties do not anticipate or intend the creation by Lexia Voyager Sopris of any newly created intellectual property or "Works Made for Hire" ("New Work Product Deliverable") to be owned exclusively by the customer under the Agreement, and nothing will be deemed a New Work Product Deliverable hereunder unless the development of such New Work Product Deliverable is expressly agreed and individually identified as a New Work Product Deliverable to be owned exclusively by the customer in a Lexia Voyager Sopris quote or a statement of work signed by a VP or above level representative of Lexia Voyager Sopris, on an individual case basis prior to creation.



DE

PROFESSOR DEVELOPMENT FOR LITERACY

Leah Klein, Accountant
Kerri Larkin, Senior

T LANGUAGE

E ESSENTIALS for

T TEACHERS of

R READING &

S SPELLING

We have the solution.



*What is LETRS?
What are the
benefits?
is it research
supported?*

The Reading Brain

Frontal

- Pronunciation
- Articulation

Parietal

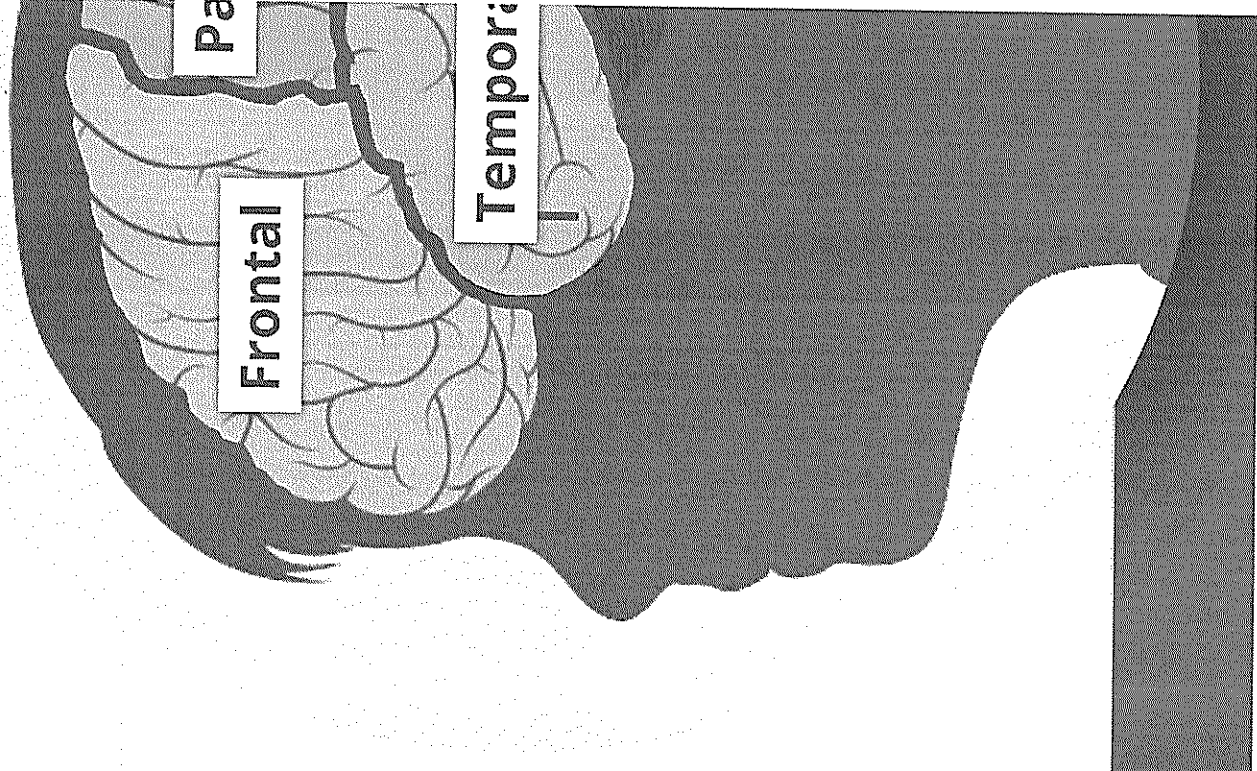
- Phoneme Analysis
- Phoneme-Grapheme Association

Temporal

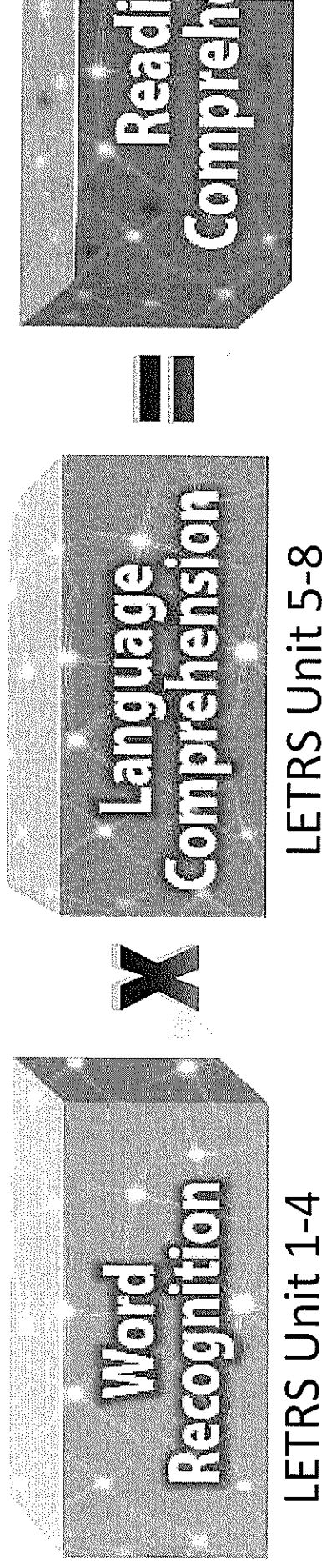
- Language Comprehension

Occipital

- Visual Word Form Area



The Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990)



Science of Reading

Language Comprehension

Background Knowledge

facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures

syntax, semantics, etc.

Verbal Reasoning

inference, metaphor, etc.

Literacy Knowledge

print concepts, genres, etc.

Word Recognition

Phonological Awareness

syllables, phonemes, etc.

Decoding

alphabetic principle, spelling-sound correspondence

Sight Recognition

of familiar words

Many Strands Are Woven into Skilled Reading

Language Comprehension

increasingly strategic

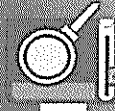
Skilled Reading

increasingly automatic

Word Recognition

Fluent execution and coordinative language comprehension and word recognition

(Scarborough, 2001)

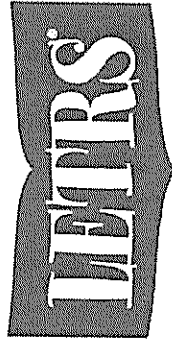


Science of Reading

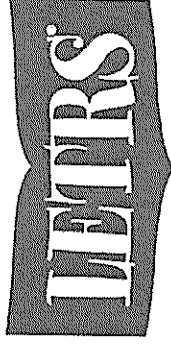
LETTERS[®]

Language Essentials for Teachers
of Reading and Spelling

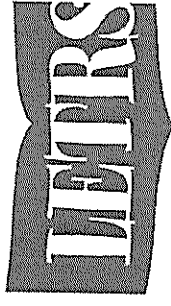
Professional Learning Solutions



for Administrators



for Educators



*for Early Childhood
Educators*



The LETRS Model

Classroom Application

LETRS[®]

Teaching the *What, Why, and How* of
Literacy Instruction

LETRS *LETRS for Early* *LETRS for*
 Childhood Educators *Administrators*

Blended Facilitation

Independent Practice

Enhances Teacher Effectiveness

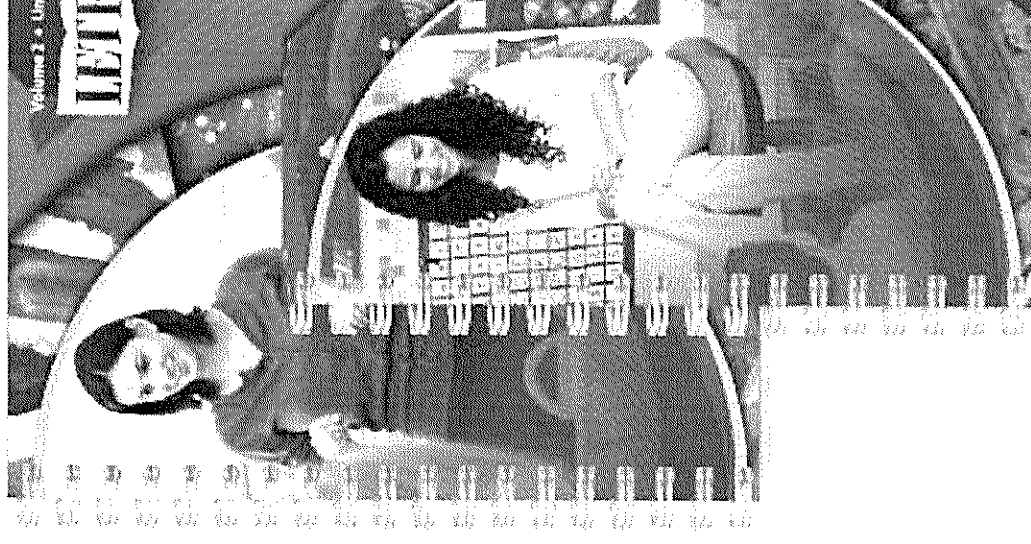
What is content and how is it organized?

Volume 1 Units 1-4

Theoretical models from reading science; phonology, basic and advanced phonics; screening and educational diagnostic assessment

Volume 2 Units 5-8

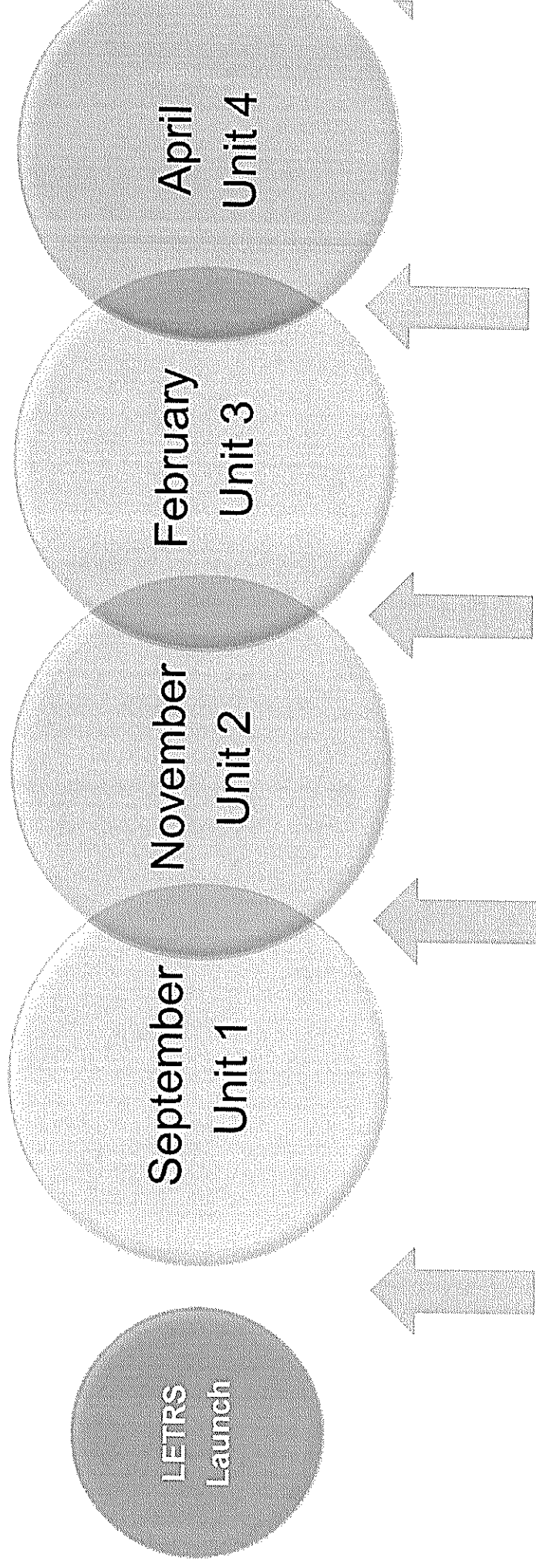
Teaching vocabulary, language and reading comprehension, and writing



Enhances Teacher Effectiveness

LETRS Implementation

Online Learning
Text Reading
Classroom Application



Enhances Teacher Effectiveness

Schedule and Time Commitment

| | Online | Reading | In your classroom | Total |
|-----------|-----------------|-----------------|-------------------|-----------------|
| Unit 1 | | | | |
| Session 1 | 35 - 45 minutes | 30 - 40 minutes | 20 - 30 minutes | 85 - 115 min |
| Session 2 | 30 - 40 minutes | 20 - 30 minutes | 20 - 30 minutes | 70 - 100 min |
| Session 3 | 50 - 75 minutes | 20 - 30 minutes | 20 - 30 minutes | 90 - 135 min |
| Session 4 | 30 - 50 minutes | 15 - 25 minutes | 30 - 40 minutes | 75 - 115 min |
| Session 5 | 35 - 40 minutes | 20 - 30 minutes | 15 - 20 minutes | 70 - 90 min |
| Session 6 | 40 - 50 minutes | 15 - 20 minutes | 5 - 10 minutes | 60 - 80 min |
| Session 7 | 35 - 45 minutes | 15 - 20 minutes | 15 - 20 minutes | 65 - 85 min |
| Session 8 | 50 - 55 minutes | 15 - 20 minutes | 15 - 20 minutes | 80 - 95 min |
| Total | 5 - 6.5 hours | 2.5 - 3.5 hours | 2.5 - 3.5 hours | 10 - 13.5 hours |

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

| | Online | Reading | In your classroom |
|-------------------|---------------|-----------------|-------------------|
| Units 1 - 4 Total | 27 - 33 hours | 10 - 15.5 hours | 9.5 - 14.5 hours |

Enhances Teacher Effectiveness

Champion Change



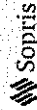
for Administrators

A Principal's Primer for Raising Reading Achievement



Pati Montgomery • Melody Ilk • Louisa Moats

Cambium
LEARNING
Group



LETRS

Provides an insightful
overview of *LETRS* content
to support teachers

Supports for designing
campus infrastructure
improved literacy outcomes

Offers tools for observing
and professional learning
communities



Unit 1: Early Literacy Foundation (Sessions 1–2)



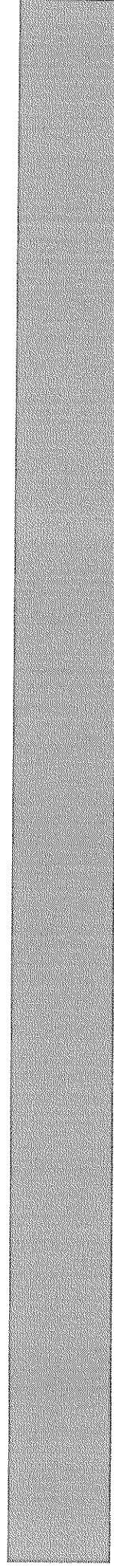
Unit 2: Oral Language Connective (Sessions 3–6)



Unit 3: Phonological “PH”ounda (Sessions 7–8)

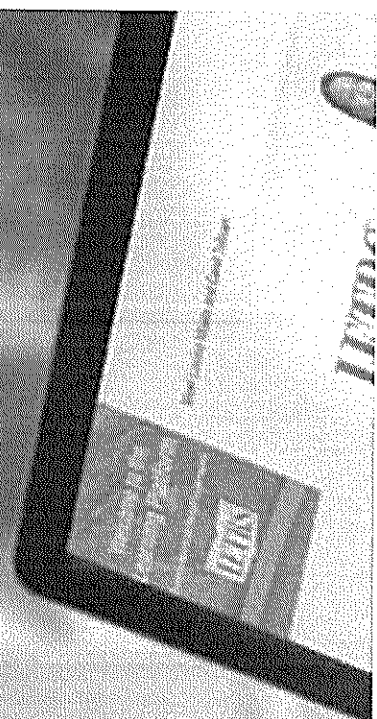


Unit 4: Print Knowledge ABC to (Sessions 9–10)



EMPOWER

*Teachers matter
than program*



LETRS Success Partnerships



Lexia Success Partnerships combine the power of Lexia solutions - including Core5, PowerUp, English and LETRS - with the expertise of a dedicated Customer Success Management team. Our literacy and language experts collaborate with leadership teams to set goals aligned to your school or district's unique needs. Partnering with your leaders and educators, we provide the implementation planning, progress monitoring, tools, and professional learning needed to ensure you achieve your desired outcomes.

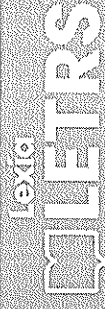
| | District Success Partnership | | |
|---|------------------------------|---|---|
| | SILVER 1-3 cohorts | GOLD 4-6 cohorts | PLATINUM 7 or more cohorts |
| Assistance with Rostering | ✓ | ✓ | ✓ |
| Access to Customer Support and Technical Support via Chat, Email, and Phone | ✓ | ✓ | ✓ |
| Access to the Help Center | ✓ | ✓ | ✓ |
| Access to Resources in Learning Platform | ✓ | ✓ | ✓ |
| Assigned Success Manager and Proactive Usage Monitoring | ✓ | ✓ | ✓ |
| Success Planning Meeting | ✓ | ✓ | ✓ |
| National Live Online Professional Learning | up to 20 seats | up to 40 seats | up to 80 seats |
| Virtual Success Metric Strategy Meetings | up to 4 | Up to 6 | up to 8 |
| Launch Session: How Leaders Can Support their LETRS Initiative? (60-120 minutes, based on customer needs) | 1 session | 2 sessions for various stakeholder groups | 4 sessions for various stakeholder groups |
| Access to the Launch Toolkit | ✓ | ✓ | ✓ |
| LETRS Participant Live Online Kickoff, for up to 200 participants | 1 | 2 | 4 |
| Custom Pacing Guide | ✓ | ✓ | ✓ |

Available to all customers

Only available with partnership

Onsite options are available for an upcharge.

LETRS Success Partnerships



| District Leadership Support | | |
|----------------------------------|------------------------------------|---|
| Success Planning Meeting | Start of implementation | Discuss current and desired state of district literacy initiatives, set goals for LETRS professional learning and establish next steps. |
| Technical Setup Support | Prior to launch | Ensure participant accounts are created and course owner designated. |
| Launch Toolkit | Prior to launch | Includes materials needed to launch your LETRS initiative including support with messaging to leaders, participants and community. |
| Success Metric Strategy Meetings | Depending on partnership purchased | Review implementation plan, analyze data in the LETRS learning platform and LETRS professional learning sessions, set goals and action steps. |

* 60-120 minute session depending on district needs and level of interactivity desired.

** 30-60 minute session.

*** One seat = One day of professional learning which is equal to one 6 hour session or two 3 hour sessions.

LETRS course of study = Two volumes in the course of study.

Volume 1 = Units 1-4, Volume 2 = Units 5-8. 4 days of professional learning per volume.

LETRS for Early Childhood Educators course of study = 4 units in course of study. Two days of professional learning, one day covering Units 1-2 and one day covering Units 3-4.

Four days of professional learning, two days covering Units 1-2 and two days covering Units 3-4.

One seat = One day of professional learning which is equal to one 6 hour session or two 3 hour sessions.










| Leader and Educator Support | | |
|--|--|--|
| Launch Session: How Leaders Can Support their LETRS Initiative?* | Start of implementation | LETRS Success Manager will collaborate with your LETRS implementation team to create a session to prepare your leaders. |
| LETRS Live Online Kickoff** | Start of implementation | At the kickoff LETRS participants receive an overview of what they will learn and the components of the LETRS course of study (print, online and professional learning). |
| Live Online Public Unit Make-up sessions*** | Seat quantity depending on the partnership purchased | These sessions are designed for LETRS participants who were absent from a LETRS professional learning session. |
| Pacing Guides | Start of implementation | Pacing guides provided to support participants with how to pace their learning (print, online, and professional learning sessions) over the year of implementation. |

What is LETRS?

The LETRS[®] (Language Essentials for Teachers of Reading and Spelling) Suite provides early childhood and elementary educators and administrators with the deep knowledge they need to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats and other leaders in the field of literacy, LETRS is a comprehensive professional learning course of study designed to teach the foundational and fundamental skills of reading and writing instruction, including:

- Phonological awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Written language

LETRS Implementation Models

| Self-Directed Implementation Model | Guided Implementation Model |
|---|---|
| <p>The self-directed implementation model uses a combination of the LETRS online learning platform and the print manual.</p> <div data-bbox="256 1528 613 1644">    </div> <div data-bbox="256 1623 613 1644"> <p>Online Learning Platform Print Manual</p> </div> | <p>The guided implementation model uses a combination of the online learning platform, the print manual, and unit professional learning sessions (live in-person or live online).</p> <div data-bbox="854 1528 1487 1644">       </div> <div data-bbox="854 1623 1487 1665"> <p>Online Learning Platform Print Manual Unit Professional Learning Sessions (Face-to-Face or Live Online)</p> </div> |

The Value of a Multimodal Experience

Becoming a literacy expert takes years of immersive experiences including reading and study, practice and application, trial and error, and reflection. LETRS meets these needs by employing coordinated modalities, and creating a blended learning experience for understanding reading science and its application to classroom instruction. LETRS participants hear and engage with the content multiple times and in different ways, which helps them to gain a more complete understanding of how the content impacts students' learning.

The multimodal learning approach includes a combination of reading the print manuals, asynchronous online course work, and live online or live in-person professional learning sessions. This combination of learning activities draws on adult learning theory from *Make It Stick: The Science of Successful Learning* (Brown, et. al 2014), and ensures that educators absorb the information and can apply the concepts to their teaching practices.

| MODE OF LEARNING | VALUE |
|--|---|
| Participant Manual | Dives deep into the content of the program. |
| Online Learning Platform | <ul style="list-style-type: none">• Includes modeling videos of classroom instruction.• Provides interactive activities.• Gives assessments to gauge knowledge gains.• Participants use Bridge to Practice Activities to apply concepts and practices in their classes using their own curriculum materials. |
| Professional Learning Sessions (Live Online or Live In-Person) | Provide classroom application examples of the learning, refinement, and extension of the content. |

LETRS Unit Professional Learning Sessions

What are the key learning ideas behind LETRS professional learning sessions?

The implementation models for the LETRS Suite—including the number of professional learning sessions and their outlined recommendations—were designed to deepen participants’ understanding of how students learn to read, and how to transfer research to practice. The implementation recommendations aim to support key adult learning ideas:

| KEY LEARNING IDEAS | BENEFITS |
|--|---|
| Effortful recall of learning | <ul style="list-style-type: none">• Helps learners “reload” and “reconstruct” information.• The most important content becomes clearer and more meaningful.• Strengthens connections to prior learning.• Weakens competing routes. |
| Retention | <ul style="list-style-type: none">• Directly impacted by the amount of practice and use during the learning process.• Creation of mental models takes place over time.• Effortful practice leads to efficiency and expert performance.• Expertise in teaching reading is built through thousands of hours of practice. |
| Interleaved, spaced, and varied practice | <ul style="list-style-type: none">• Leads to conceptual learning where individuals can apply what they’ve learned to a new setting.• Helps with consolidation and reconsolidation.• Helps learners update memory traces with new information and recent learning. |

Implementation Recommendations

Requires 4 full-day professional learning sessions per Volume, delivered live in-person or live online (virtual):

- 8 Live Online half-day sessions (3 hours) per Volume
- or
- 4 Live In-Person full-day sessions (6 hours) per Volume (depending on availability)

| Volume 1 Sessions | | | |
|-------------------|---|--|---|
| Session | Format | Delivery Recommendation | Timing |
| Session 1 | Two 3-hour virtual sessions -Or- One 6-hour in-person session | Delivered prior to start of Unit 1 * -Or- Upon completion of Unit 1. *Allows participants to engage with LETRS facilitators earlier and get excited about their learning. | |
| Session 2 | Two 3-hour virtual sessions -Or- One 6-hour in-person session | Delivered upon completion of Unit 2. Participants are encouraged to complete the Unit 2 print and online content before attending. | Approximately 16-18 weeks after implementation start-up. Course Managers should be encouraged to manage pacing throughout the implementation. |
| Session 3-4 | Two 3-hour virtual sessions -Or- One 6-hour in-person session | Delivered upon completion of Units 3 & 4. Participants are encouraged to complete Units 3 & 4 print and online content before attending. | Approximately 8-9 weeks after delivery of the previous Unit session. |

| Volume 2 Sessions | | | |
|-------------------|---|---|--|
| Session | Format | Delivery Recommendation | Timing |
| Session 5-8 | Two 3-hour virtual sessions -Or- One 6-hour in-person session per unit. | Delivered upon completion of each Unit. Participants are encouraged to complete the Unit print and online content before attending. | Approximately 7-8 weeks after delivery of the previous Unit session. |

Implementation Recommendations

Requires 2 full-day professional learning sessions delivered live in-person or live online (virtual):

- 4 Live Online half-day sessions (3 hours).
- or
- 2 Live In-Person full-day sessions (6 hours) (depending on availability)

| LETRS for Early Childhood Educators Professional Learning | | |
|---|---|--------------------------------------|
| | | |
| | Two 3-hour virtual sessions –Or– One 6-hour in-person session | Delivered upon completion of Unit 2. |
| | Two 3-hour virtual sessions –Or– One 6-hour in-person session | Delivered upon completion of Unit 4. |

Public Virtual Unit Professional Learning Sessions

Public sessions are intended for educators who have purchased LETRS or LETRS for Early Childhood Educators materials (print manuals and online licenses), and who are not able to attend a Unit professional learning session sponsored by their district, state, or educational purchasing institution. Implementations with cohorts of fewer than 40 educators can purchase public training sessions rather than a bundle that includes professional learning unit sessions.

Note: LETRS is no longer available for sale to individual users (users purchasing LETRS for personal use and not under a sponsoring local, regional, or state agency enterprise LETRS account.)

Implementation Recommendations

Requires 2 full-day professional learning sessions delivered live in-person or live online (virtual):

- 4 Live Online half-day sessions (3 hours). Live Online sessions can be combined into 6-hour sessions.
- or
- 2 Live In-Person full-day sessions (6 hours) (depending on availability)

Customers can choose the topic of the 2 days from this list of options:

| LETRS for Administrators Professional Learning | | |
|---|---|--|
| Session Option * | Format | Pacing Recommendation |
| Units 1-4 Overview | Two 3-hour virtual sessions -Or- One 6-hour in-person session | Professional learning sessions are recommended to be consecutive or separated by no more than 4 weeks. |
| Units 5-8 Overview | Two 3-hour virtual sessions -Or- One 6-hour in-person session | |
| Units 1-8 Overview | Two 3-hour virtual sessions -Or- One 6-hour in-person session | |
| Principal's Primer Overview <ul style="list-style-type: none"> • Audit systems to support literacy instruction • Create efficient methods of analyzing student data. • Establish effective instructional blocks in literacy • Examine resources for all tiers of instruction | Two 3-hour virtual sessions -Or- One 6-hour in-person session | |

* Customers cannot purchase all four options. They must choose **two** of the **four** options to fulfill the 12 hours of professional learning.

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

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

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

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

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

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

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

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

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

Unit 1

SESSION 1

What Trends Have Defined Early Childhood Education?

Welcome to Unit 1, Session 1!

In this session, you will:

- Explain the historical events and research that have influenced early childhood education.
- Describe how policies and standards have affected approaches to early childhood education.
- Understand the significance of developmentally appropriate practice.

Estimated Time: 1 hour, 35 minutes–2 hours

- 55–60 minutes online
- 20–30 minutes reading Unit 1, Session 1 in your LETRS Early Childhood manual
- 20–30 minutes in your classroom

SESSION 2

What Is the Role of Assessment in Early Childhood Education?

Welcome to Unit 1, Session 2!

In this session, you will:

- Understand assessment types, characteristics, and purposes.
- List the predictive indicators for academic learning across the developmental domains in early childhood.

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

- 65–75 minutes online
- 20–30 minutes reading Unit 1, Session 2 in your LETRS Early Childhood manual
- 15–30 minutes in your classroom

Unit 2

SESSION 3

How Is Phonology Related to Oral Language Development?

Welcome to Unit 2, Session 3!

In this session, you will:

- Understand the structures of oral languages.
- Explain the importance of phonology to oral language development.
- Describe the general milestones for phonological development.

Estimated Time: 1 hour, 30 minutes–1 hour, 50 minutes

- 70–80 minutes online
- 20–30 minutes reading Unit 2, Session 3 in your LETRS Early Childhood manual
- 15–20 minutes in your classroom

SESSION 4**How Are Semantics, Morphology, Syntax, and Prosody Related to Oral Language Development?**

Welcome to Unit 2, Session 4!

In this session, you will:

- Describe how children develop an expressive vocabulary.
- Explain morphological development in young children.
- Understand how sentence structure development relates to morphology.
- Describe the importance of prosody in giving meaning to oral language.

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

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

SESSION 5**What Are the Developmental Stages of Oral Language?**

Welcome to Unit 2, Session 5!

In this session, you will:

- List the general stages of oral language development and the language structure(s) present at each stage.
- Understand how oral language can be assessed.

Estimated Time: 1 hour, 35 minutes–2 hours

- 55–60 minutes online
- 20–30 minutes reading Unit 2, Session 5 in your LETRS Early Childhood manual
- 20–30 minutes in your classroom

SESSION 6**What Strategies Facilitate Oral Language Development?**

Welcome to Unit 2, Session 6!

This session has been divided into two parts. This will give you an opportunity to take a break in the middle of the session. There will be only one Check for Understanding and one Bridge to Practice, located at the end of Part 2.

In this session you will:

- Describe child-directed language and stimulation strategies that facilitate oral language in young children.
- Design literal and follow-up inferential question routines.
- Outline interactive storybook reading routines.

Estimated Time: 2 hours, 45 minutes–3 hours, 10 minutes

- Part 1: 60 minutes online
- Part 2: 70 minutes online
- 20–30 minutes reading Unit 2, Session 6 in your LETRS Early Childhood manual
- 15–30 minutes in your classroom

Unit 3

SESSION 7

How Does Phonological Processing Work?

Welcome to Unit 3, Session 7!

In this session you will:

- Define the component skills of phonological processing and phonological representation along with their relationships to literacy development.

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

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

SESSION 8

What Are the Developmental Sequences of Phonological Awareness?

Welcome to Unit 3, Session 8!

This session has been divided into two parts. This will give you an opportunity to take a break in the middle of the session. There will be only one Check for Understanding and one Bridge to Practice, located at the end of Part 2.

In this session you will:

- Describe the components of phonological awareness along the linguistic hierarchy.
- Describe the developmental sequence for rhyming, and strategies and routines for developing these skills.
- Describe the developmental sequence of blending and segmenting, and strategies and routines for developing these skills.
- Understand the importance of a phonological assessment process and a well-developed scope and sequence.

Estimated Time: 2 hours, 50 minutes–3 hours, 15 minutes

- Part 1: 1 hour, 15 minutes online
- Part 2: 1 hour online
- 20–30 minutes reading Unit 3, Session 8 in your LETRS Early Childhood manual
- 15–30 minutes in your classroom

Unit 4

SESSION 9

What Are the Essential Components of Print Knowledge?

Welcome to Unit 4, Session 9!

This session has been divided into two parts. This will give you an opportunity to take a break in the middle of the session. There will be only one Check for Understanding and one Bridge to Practice, located at the end of Part 2.

In this session you will:

- List the print awareness concepts important for young children.
- Describe how alphabet knowledge contributes to children's learning.
- Understand the development of alphabet learning and relate it to instruction.

Estimated Time: 2 hours, 35 minutes–3 hours

- Part 1: 30 minutes online
- Part 2: 1 hour, 15 minutes online
- 20–30 minutes reading Unit 4, Session 9 in your LETRS Early Childhood manual
- 30–45 minutes in your classroom

SESSION 10

How Do Young Children Become Writers?

Welcome to Unit 4, Session 10!

This session has been divided into two parts. This will give you an opportunity to take a break in the middle of the session. There will be only one Check for Understanding and one Bridge to Practice, located at the end of Part 2.

In this session you will:

- Describe the progression of young children's writing in relation to the phases of literacy development.
- Understand instructional strategies that help young children develop writing skills.

Estimated Time: 2 hours, 25 minutes–2 hours, 50 minutes

- Part 1: 50 minutes online
- Part 2: 45 minutes online
- 20–30 minutes reading Unit 4, Session 10 in your LETRS Early Childhood manual
- 30–45 minutes in your classroom

| Online | | Read Principal's Primer |
|---|---|----------------------------|
| Overview | Administrator | |
| Intro: 10 minutes | | Introduction: 15 minutes |
| Unit 1: 75 minutes | Unit 1: 1 hour | Chapter 1: 45 minutes |
| Unit 2: 1 hour | Unit 2: 1 hour | Chapter 2: 45 minutes |
| Unit 3: 45 minutes | Unit 3: 1 hour | Chapter 3: 45 minutes |
| Unit 4: 1 hour | Unit 4: 1 hour | Chapter 4: 45 minutes |
| Unit 5: 1 hour | Unit 5: 1 hour | Chapter 5: 45 minutes |
| Unit 6: 1 hour | Unit 6: 1 hour | Chapter 6: 45 minutes |
| Unit 7: 1 hour | Unit 7: 1 hour | Chapter 7: 45 minutes |
| Unit 8: 1 hour | Unit 8: 1 hour | Chapter 8: 45 minutes |
| <i>These sessions provide a brief overview of the LETRS course content by unit.</i> | <i>These sessions are aligned to the Principal's Primer content</i> | Chapter 9: 45 minutes |
| | | Appendix: 15 minutes |
| 8 hours, 10 minutes | 8 hours | 7 hours, 15 minutes |

*Depending on your local LETRS implementation, additional live online professional learning sessions may be offered and included in the time spent on LETRS for Administrators content.