

LETRS®

LANGUAGE ESSENTIALS FOR TEACHERS
OF READING AND SPELLING

2018-2019



THE CHALLENGE OF LEARNING TO READ

LETRS® MODULE ONE

Choice of:

8.14.18 | 9.5.18 | 10.23.18 | 1.31.19

*THIS MODULE IS A PREREQUISITE FOR ALL
OTHER LETRS® MODULES.

This module explains how children learn to read and explores the reasons why many students have difficulty reading. Case studies illustrate the progression of reading development; the influences of biological, genetic, cognitive, environmental, and instructional factors in learning to read; and the components of effective reading instruction.

Please see back for additional LETRS® Module descriptions and schedules. If you are interested in a Module that is not yet scheduled, please contact Sarah Misner to discuss content availability and scheduling:

smisner@mciu.org | 610-755-9475

COST

IDEA Member cost: No additional fee.

Non-Member cost: \$140

*Book included with registration.

TIME

8:30 AM to 3:30 PM

Registration begins at 8:00 AM

LOCATION

MCIU

2 West Lafayette Street

Norristown, PA 19401

REGISTRATION

www.mciu.org/register use "LETRS" in search options

REGISTRATION QUESTIONS

Lisa Moore

lmoore@mciu.org | (610) 755-9319

MODULE**2****THE SPEECH SOUNDS OF ENGLISH**

8.15.18 or 11.2.2018 or 11.15.18 at MCIU

This module delves into the vital topic of phonology and its important relationship to reading, spelling, and oral language. Participants learn the speech-sound system (not just a list of sounds) of the English language and actively practice the production of speech sounds. Instruction includes confusable sounds and techniques for giving corrective feedback to students.

MODULE**3****SPELLOGRAPHY FOR TEACHERS: HOW ENGLISH SPELLING WORKS | Completion of Module 2 is recommended**

8.16.18 or 12.13.18 or 2.4.19 at MCIU

This module explores the structure and history of English spelling from several angles: historical layers in English orthography; phoneme-grapheme correspondences; letter patterns in orthography, including syllable types; orthographic rules; and meaningful word parts (morphemes).

MODULE**4****THE MIGHTY WORD: BUILDING VOCABULARY AND ORAL LANGUAGE**

10.24.18 at MCIU

This module highlights the importance of vocabulary for reading comprehension and examines many research-based approaches to vocabulary instruction. Participants will look at the vocabulary gap that characterizes many poor readers, the role of language in the home, the importance of reading aloud, modeling in the classroom, and independent reading.

MODULE**5****GETTING UP TO SPEED: DEVELOPING FLUENCY**

Will be scheduled based upon demand

This module defines reading fluency and the relationship between oral reading fluency and comprehension. An explanation of why and how fluency in reading skills leads to fluent reading of text will be provided.

MODULE**6****DIGGING FOR MEANING: TEACHING TEXT COMPREHENSION**

10.2.2018 or 2.20.19 at MCIU

This module discusses and demonstrates the many conditions, skills, processes, and abilities that impact reading comprehension outcomes. Participants will study the text, reader, task and context variables that impact comprehension. They will also investigate the challenges of written language processing at the word, phrase, sentence, paragraph and discourse levels.

MODULE**7****TEACHING PHONICS, WORD STUDY, AND THE ALPHABETIC PRINCIPLE | Completion of Modules 2&3 recommended**

1.22.19 at MCIU

Effective, systematic phonics instruction is emphasized along with subroutines to utilize during instruction. We will also explore the importance of applying learned skills to reading and writing. Answers to common questions are provided, including, "How Much Phonics?", "Who Needs Phonics?", "What Kind of Phonics?", and "Why Phonics?" (For grades K-2 Classroom Teachers, Reading Specialists, Special Education Teachers)

MODULE**8****ASSESSMENT FOR PREVENTION AND EARLY INTERVENTION**

Will be scheduled based upon demand

During this module we will distinguish screening and progress monitoring assessments from diagnostic and outcome assessments. We will review the rationale for the early screening with fluency-based measures and teach how to use a developmental spelling inventory. Exercises include review of classroom reports and individual case studies in light of children's instructional needs and the "three-tier" concept of intervention. (Focus: Grades Kindergarten-Third Grade Classroom Teachers, Reading Specialists, Special Education Teachers)

MODULE**9****TEACHING BEGINNING SPELLING AND WRITING**

2.28.19 at MCIU

Module 9 addresses writing instruction for children in grades K-2 who need to be taught the component skills that underlie composition. Drawing on recent research that explains the cognitive and linguistic components of composition skills, a framework for analyzing writing samples is applied to examples of students at several different achievement levels. Instruction that builds automaticity in critical components while teaching children stages of the writing process is explained and modeled. (For grades K-2 Classroom Teachers, Reading Specialists, Special Education Teachers)

MODULE**10****READING BIG WORDS: SYLLABIFICATION AND ADVANCED DECODING**

4.29.19 at MCIU

Module 10 addresses the instructional needs of students in grade 3 and beyond who must consolidate their skill in reading and spelling in multisyllabic words. The module addresses five major topics, including the reading brain, word origin and why it matters, instruction, and implementation of classroom instruction in advanced decoding skills. Participants learn to identify words from Anglo-Saxon, Latin, and Greek origins; the six regular syllable types in English; routines for teaching syllabication; word building and word analysis with prefixes, roots, and suffixes; and models for effective instructional routines. (Focus: Third through Twelfth Grade Classroom Teachers, Reading Specialists, Special Education Teachers)