

Reading Instruction and Teaching Students with Disabilities – Vol. 2 Lexia LETRS®

Inservice Points 40 Component No. 2-100-018

General Objective

The Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite is comprehensive professional learning designed to provide educators 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, Lexia 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.

Meets Florida’s professional learning requirements from HB 7069 – reading instruction – and SB 1108 – Students with Disabilities

Volume 2 Objectives

Unit 5: The Mighty Word: Oral Language and Vocabulary

- The relationship among vocabulary knowledge, background knowledge, oral language proficiency, and reading comprehension
- Mental map of a well-known word
- Words that should be taught directly
- Introducing new words
- Effective practice of new words
- Creating a language-rich classroom

Unit 6: Digging for Meaning: Understanding Reading Comprehension

- The language and cognitive skills that support reading comprehension
- Distinguish comprehension products from comprehension processes
- The goal of comprehension instruction is to create a coherent mental model of the text
- Characteristics of students who struggle with language and reading comprehension
- The connection among vocabulary, background knowledge, and reading comprehension
- Process for teaching texts
- The importance of syntax and how to teach it
- The importance of text coherence and its relationship to mental coherence
- How text structure affects comprehension

Unit 7: Text-Driven Comprehension Instruction

- The balance of foundational skills with language comprehension
- Which comprehension strategies are supported by research
- Effective strategies during and after reading
- Student-generated questions before, during, and after reading
- The importance of generating questions that deepen understanding of text
- Reread and revisit text for various purposes
- The process for planning an entire reading comprehension lesson for narrative and informational text
- Adapting instruction for special populations

Unit 8: The Reading-Writing Connection

- Writing is important because it benefits reading
- Understand the foundational and language skills necessary for writing
- The phases of the writing process
- Letter formation and handwriting fluency
- Explicit instruction for spelling
- How students gain competence in building sentences
- Narrative writing development
- Informational and opinion writing development
- Methods for assessing student progress in writing
- Effective practice of new words
- Creating a language-rich classroom

Activities as per Lexia Brochure portal:

- Complete the four units of LETRS Volume 2
- Complete the Review All Course Content material
- Complete the Monitor Your Progress activities and submit these in a portfolio for evaluation

Additional Activity:

- Submit the FCIS In-Service Evaluation form (required from each participant for all Professional Learning Catalog activities).

Evaluation

This course will be taken during participant's PD hours and will be a collaborative effort of the Academic Resource Program Teachers. The team will complete all 8 units of the course over two years and will participate in a training session led by a Lexia Learning PD specialist at the end of each academic year. Each participant will keep a portfolio to include all the Monitor Your Progress activities in each module for evaluation.

It is important to note that Lexia® has partnered with the American College of Education (ACE). This partnership gives participants the opportunity to register with ACE to earn graduate or transcript credit for LETRS® (Language Essentials for Teachers of Reading and Spelling). It is therefore clear that the course affords participants quality professional development opportunities that are considered equivalent to graduate level course work.

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