

Bringing LETRS to Life Note-Catcher

This note catcher is a space to capture essential ideas, strategies, and reflections for future reference and application.

UNIT 1

Activity 1.1: River Story

[River Story Video](https://www.youtube.com/watch?v=vpJ4h8sxOJg) (https://www.youtube.com/watch?v=vpJ4h8sxOJg)

- How does this connect to education?
- What is our “bridge”?
- What should we prioritize for instruction?
- Be ready to share your thoughts

Activity 1.2: Dyslexia Facts Review T/F

Directions: Mark True or False for the following statements

1. Dyslexia is a reading disorder that is based on vision problems, which causes people to see letters backward
2. Students with dyslexia can learn to read
3. Students just need more immersion of print to overcome their learning disability
4. Students with Dyslexia can showcase secondary characteristics with low self-esteem and behavior issues
5. Students need to be given time to learn strategies and should not receive interventions until after the 2nd grade

Dr. Carolyn Strom Reading Brain Video Talking Points:

Activity 1.3: LETRS Routines and ELA Curriculum

- I do, we do, you do
- Explicit instruction
- Sequence of simple to complex skills
- Modeling with feedback

Notes:

Activity 1.4: Why should a student not memorize words?

Answer:

Activity 1.5: UNIT 1 PADLET

- Resources to share:
- Resources to research more:
- Resources/routines to implement:

UNIT 2

Activity 2.1: Blending and Segmenting Curriculum

- Segmenting:
- Blending:

Activity 2.2: UNIT 2 PADLET

- Resources to share:
- Resources to research more:
- Resources/routines to implement:

UNIT 3

Activity 3.1 Word Recognition Talking Points:

- Orthographic Mapping:
- Integrate, NOT Isolate:
- Spelling Inventory Data:

Activity 3.2:PA/Word Recognition Lesson in Curriculum

- Scope and Sequence of Skills
- Phonemic Awareness: Explicit Instruction with teacher modeling, including student engagement (I do, we do, you do) and sufficient practice
- Phonics/Word Recognition: Decoding strategies using words with the same spelling pattern modeled by the teacher that includes student practice of regular and irregular words.

General Phonics Lesson Plan Steps:

List the steps below

Activity 3.4:UNIT 3 PADLET

- Resources to share:
- Resources to research more:
- Resources/routines to implement:

UNIT 4

Activity 4.1

1. Why would an upper elementary student need phonological awareness and phonics skills when reading and spelling?
2. What percentage of new words in 5th grade are multisyllabic?

Activity 4.2: Syllable types

Sort the words into the category below: coach, gentle, cage, tri, jump, stir

Closed:

VCe:

Open:

Vowel Team:

R controlled:

Consonant le:

Activity 4.4: “Secret Sauce” Steps

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Activity 4.7: Unit 4 Padlet

- Resources to share:
- Resources to research more:
- Resources/routines to implement:

Day 1 Closing Notes:

- What will I alter?
- What will I abandon?
- What will I add:

UNIT 5

Activity 5.2: Comparing LETRS Vocabulary routine and ELA Curriculum Reflections

What steps would you add, alter, or abandon?

Make a plan to enhance your lessons to make the learning stick.

Activity 5.3 Vocabulary Lesson

Lesson Routine Selected:

Vocabulary Word:

Activity 5.4: Unit 5 Padlet Cruise

Ports Explored:

Notes:

- Resources to share:
- Resources to research more:
- Resources/routines to implement:

UNIT 6

Activity 6.1 Using Vocabulary to Build Knowledge

If you were reading a book with these words in it, how would you help your students learn the meanings of the list of vocabulary words below?

1. Disaster
2. Isolation
3. Conceal
4. Capture

Activity 6.2: Syntax Video

Why is syntax important at each level?

Elementary Lesson:

Secondary Lesson:

Activity 6.3: Anagrams Word Activity

Activity 6.4

Processing Activities:

Products:

Activity 6.5:Unit 6 Padlet

- Resources to share:
- Resources to research more:
- Resources/routines to implement:

Activity 6.6: Give 1, Get 1, Try 1 - Building Mental Model Comprehension Activities

Give 1:

Get 1:

Try 1:

UNIT 7

Activity 7.1 Comprehension Planning Checklist

Select a story lesson from your curriculum and compare those lesson steps with the Comprehension Planning Checklist

Consider the following:

- Is the curriculum lesson emphasizing process or product?
- Are there any missing pieces from the Comprehension Checklist that you would add to increase engagement or understanding?
 - Fill out the Comprehension Planning Checklist to teach this story
- How will the reader show comprehension/understanding?
- Will you select a graphic organizer to check understanding?
- Questions?

- Project?

Reminder: When asking Text Dependent Questions

Create Better Questions

- Reframe to “why”
- Reframe to use comparison
- Reframe as a statement for agree/disagree/why or why not

Activity 7.2: Unit 7 Padlet

- Resources to share:
- Resources to research more:
- Resources/routines to implement:

UNIT 8

Activity 8.1 Writing Skills

Foundation:

Composition:

Activity 8.2: Dominant hand vs nondominant hand

Notes:

Activity 8.3: Regular Word Spelling Instruction

Notes:

Activity 8.4 Irregular Word Spelling Instruction - “Rule breaker”

Notes:

Activity 8.5: Sentence Dictation

Notes:

Activity 8.6: Spelling Screener Analysis

Step 1: Review your student data from Spelling Screener.

Step 2: What do you notice about their spelling errors? Are the misspellings from phonological, orthographic, or morphophonemic errors?

Step 3: Do the spelling errors match their reading errors?

Step 4: Where would you begin interventions to bridge the gap?

Step 5: Based on LETRS strategies and routines, what are some interventions you would provide?

Activity 8.7 Modeling Extended Sentence: Syntax questions to consider

How Many? What Kind?	Who or What?	Action?	What?	To/For Whom?	When? How? Where? Why?

Activity 8.8 Jigsaw Writing Rope and IES Practice Guide Writing Recommendations

Writing Rope Notes: [Writing Rope Video](https://www.youtube.com/watch?v=zXsZ0tgpJSM) (https://www.youtube.com/watch?v=zXsZ0tgpJSM)

IES Practice Guide Notes: [IES Recommendations for Effective Writers](https://ies.ed.gov/ncee/wwc/practiceguide/17)
(https://ies.ed.gov/ncee/wwc/practiceguide/17)

Activity 8.9 Graphic Organizers as a Checklist (LETRS manual B10 and B11)

Activity 8.10 Sentence Types

Write a statement using the word “semantics”:

Write a question using the word “morphemes”:

Write a command using the word “phonemes”:

Write an exclamation using the word “graphemes”:

Activity 8.11: Analyzing Student Writing Sample

Student’s strengths:

Student’s needs:

Action plan to work on: one or two at a time, depending on age level

Activity 8.12: Unit 8 Padlet

Resources to share:

Resources to research more:

Resources/routines to implement:

Activity 9.1: Day 2 Takeaways

My goal is:

Due date:

Steps to make this happen:

Action Plan:

- What will I abandon?
- What will I adjust?
- What will I add?
- What will I try?

Takeaway Letter

Dear _____,

I first heard about Structured Literacy and thought it was _____. Then I attended LETRS training and learned about _____ and I tried to _____. After

attending “Bringing LETRS to Life”, I now know that Structured Literacy is _____
and I am going to _____. Overall, my take away from these two “Bringing LETRS to
Life” sessions _____.

Sincerely, _____(optional)

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