



Bringing LETRS to Life

Volume 2

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mimtsstac.org



Acknowledgments

The content for this day was developed based on the work of:

Dr. Louisa Moats and Carol Tolman, Language Essentials Teaching Reading and Spelling (LETRS)

Dr. Sharon Vaughn and panel, Institute of Educational Sciences (IES) Practice Guide

Dr. Anita Archer, Reading Excellence Word Attack Rate Development (REWARDS) author

Dr. Mary Ann Wolf

Disclaimer

Any mention of specific literacy curricula or intervention programs in this presentation is for instructional purposes only and does not constitute an endorsement by the MiMTSS TA Center or the Michigan Department of Education.

To view a list of approved literacy curricula and intervention programs by the Section 35m Committee for Literacy Achievement, please visit the following page:

[The Committee for Literacy Achievement/HQ Literacy Materials Grant](https://www.michigan.gov/mde/services/academic-standards/literacy/literacy-grants/section-35m)

(<https://www.michigan.gov/mde/services/academic-standards/literacy/literacy-grants/section-35m>)

Public Act 146 Connection

This professional learning series meets the requirements outlined in the following section(s) of Public Act 146:

- Section 7(b)
- Section 7(c)
- Section 7(d)
- Section 7(e)
- Section 7(f)

For more information, please review the PA 146 Professional Learning Resources on the [MDE Literacy Professional Learning webpage](https://www.michigan.gov/mde/services/academic-standards/literacy/professional-learning) (https://www.michigan.gov/mde/services/academic-standards/literacy/professional-learning).

Group Agreements

We are **Responsible**

- Return on time from breaks
- Take care of our needs

We are **Engaged**

- Share “air time”
- Plan to participate in multiple ways
 - Ask questions

Training Evaluation

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

Evaluation Questions

Thank you for participating in today's session, hosted by the MiMTSS Technical Assistance Center. This feedback survey should take less than 5 minutes to complete. We would like to understand your experience as a learner to ensure that professional learning sessions are relevant, high quality, useful, and promote equity. Results will be used to make improvements to professional learning and for reporting to TA Center funders and partners.

The session was of high quality.

Comment

The session was relevant to my current work.

Comment

I intend to use what I learned in this session in my work.

Comment

The session provided opportunities for active engagement, including opportunities to respond (e.g., chat, polls, practice, etc.), interact with others (e.g., discussion, breakout rooms), and make connections to my context (e.g., time for reflection, processing, planning).

Comment

Images, examples, stories, and wording represent the diversity and strengths of learners and educators in Michigan.

Comment

Purpose

The purpose of today's session is to review Volume 2 LETRS research and routines and consider how to begin implementing these practices in classrooms

Intended Outcomes

Participants will:

- Review Key **C**oncepts learned in LETRS training
- Make **C**onnections to bridge LETRS and curriculum
- Provide time for **C**oncrete practice
- Draw **C**onclusions for classroom implementation

Agenda

Welcome and Introductions

5.0 Unit 5 Vocabulary

Break

6.0 Unit 6 Digging Deeper Meaning

Lunch

7.0 Unit 7 Text Structure

Break

8.0 Unit 8 Reading and Writing Connection

Dismiss



Warm Up: Rehearse and Retrieve

Take about 15 minutes to select which Explicit Routine you would like to practice with your partner from Day 1:

- 1) Blending Sounds
- 2) Segmenting Sounds
- 3) Word Recognition- decoding, encoding, meaning
- 4) Advanced Word Decoding- Secret Sauce

Partner B goes first, then Partner A

5.0 Unit 5 Vocabulary

“Adequate reading comprehension depends on a person already knowing between 90-95% of the words in text.”
(Nagy & Scott)

Unit 5 Objectives

1. Why is Vocabulary So Important? (p.3)
2. What Does Knowing a Word Involve? (p.13)
3. What Words Should Be Taught Directly? (p.27)
4. How Should New Words Be Introduced? (p.37)
5. What Kinds of Practices Are Effective? (p. 43)
6. How is a Language-Rich Classroom Created? (p.57)

(Moats, Tolman 2019)

Comprehension Checklist

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LETRS

Comprehension Planning Checklist

Title _____

Before Reading	Page Numbers/Other Notes
Establish Purpose for Reading. Why read this text? What are the takeaways or enduring understandings students should gain from this text?	
Identify Text Structure. Is this informational or narrative text?	
Prepare Background Knowledge. What background or topic context is needed?	
Select Vocabulary. What words should be pretaught?	
Identify Challenging Language. What are difficult sentences/phrases/academic language?	
During Reading	
Plan Questions. Anticipate Student Questions. Mark text for stopping to ask questions and queries.	
Use Text Structure to Organize Thinking. Use graphic organizer or outline to show structure.	
After Reading	
Was Purpose Met? Did Students' Thinking Change? Evaluate student understanding. Is rereading planned?	
Assessment: Can Students Express Takeaways? Use Text Evidence? Evaluate how students express the big ideas/enduring understandings from the reading. Can students support their ideas with text evidence?	

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1

Before:

- Purpose, Text Structure, Vocabulary
- “Listen for...”

During:

- Wonderings and Monitoring for understanding

After:

- Restate Purpose and Check for Understanding

“All words are pegs to hang ideas on”



(Beecher, 1887)



Activity 5.1 LETRS Vocabulary

Which of these terms were new to you?

Consider how you felt when you were learning these new terms?

What helped you fully understand the word?

Phonemes

Graphemes

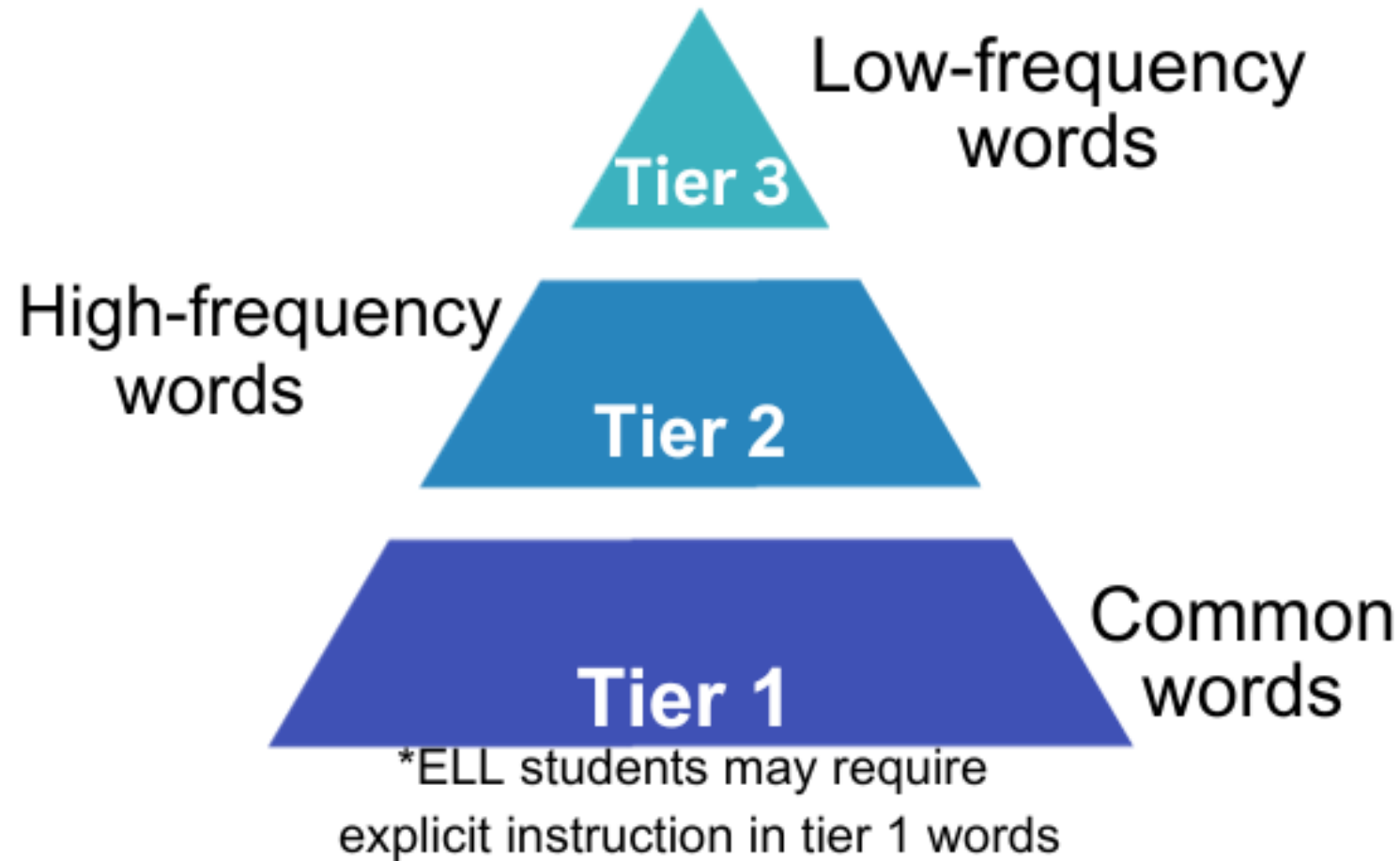
Morphology

Orthography

Coarticulation

Fricatives

Vocabulary Tiers



(Hennessy, 2021; Beck et al., 2013)

How to Select Vocabulary Words

- Choose **4-5 words** per lesson
 - Additional words addressed as needed
 - Tier 3 often need only a “light touch”
- Choose **unknown** words
 - Not defined in the text
 - Abstract words
 - Unknown concepts
- Choose **critical** words
 - Must know to understand the content
- Choose **generalizable** words
 - What will students use in the future?
- Choose **word families**
 - Capital, capitalize, capitalism

(Archer & Hughes, 2011)

Vocabulary Knowledge Level

Which example of Vocabulary knowledge truly shows one's full understanding of a word? Receptive or Expressive?

Receptive:

- Student hears the word “treacherous”
- Student reads the word “treacherous”

Expressive:

- Student pronounces “treacherous” and gives meaning of word
- Student writes the word “treacherous” in a sentence or gives a definition in print

Elements of Vocabulary Instruction

LETRS:

Step 1: Pronounce word, write it, read it

Step 2: Give student friendly meaning

Step 3: Explain with examples and non-examples

Step 4: Ask questions about word's meaning that can be answered "yes" or "no"

Step 5: Elicit word use by students

Dr. Archer: (IPIC)

Step 1: Introduce the word's pronunciation

Step 2: Provide word's meaning

Step 3: Illustrate the words with examples (and non-examples when helpful)

Step 4: Check students' understanding

Step 1. Introduce the word's pronunciation

- Teacher: The word is **relieved**. What word?
- Students: *relieved*
- Teacher: Tap and say the syllables in **re lieved**
- Students: *re lieved*
- Teacher: Say the syllables again,
- Students and teacher: *re lieved*
- Teacher: Say the whole word?
- Students: *relieved*

(Archer, 2022)

Step 2. Introduce the word's meaning

- Teacher: Student-friendly explanation

“When something difficult is over or never happened at all, you feel relieved. If something that is difficult is over, you would feel _____.”

- Students verbally fill in the blank with the word: *relieved*

(Archer, 2022)

Step 3. Illustrate with examples

- Concrete examples
 - Teacher: Watch me show **relieved**. (Teacher demonstrates relived)
 - Show me how you would feel If you were **relieved** (students demonstrate)

- Visual representations



- Verbal examples
 - When a difficult spelling test is over, you feel _____. *relieved*.

(Archer, 2022)

Step 4. Check Student's Understanding

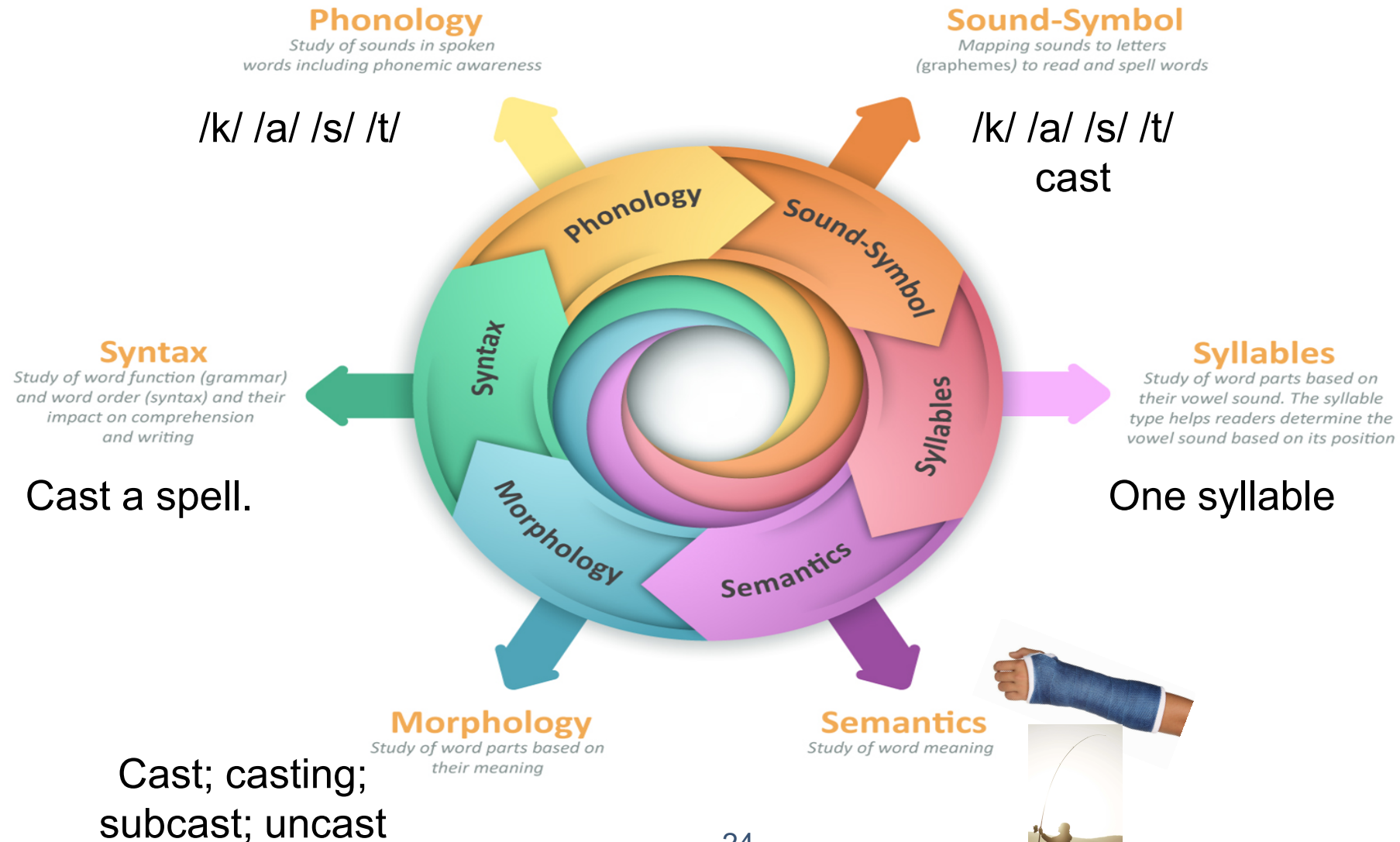
Examples and Nonexamples:

- If you were nervous singing in front of an audience, would you feel **relieved** when the concert was over? *yes* Why?
- If you loved singing in front of an audience, would you feel **relieved** when the concert was over? *no* Why not?

Students give examples: One time when I was **relieved** was.....

(Archer, 2022)

Word Knowledge Network™



*The Word Knowledge Network is a trademark of 95 Percent Group



Activity 5.2

Lesson Concepts Reflection:

- Compare these steps with the steps in your curriculum
- What steps would you add, alter, or abandon?
- Make a plan to enhance your lessons to make the learning stick

Step 1: Pronounce word, write it, read it

Step 2: Give student friendly meaning

Step 3: Explain with examples and non-examples

Step 4: Ask questions about word's meaning that can be answered "yes" or "no"

Step 5: Elicit word use by students

Read Aloud

Before Reading: Students need the ability to accurately read and understand word

- Select critical key words that are imperative for comprehension
- Gives students a reference point or visual to build memory

During Reading: Connecting words with meaning and examples

- Listen for vocabulary words

After Reading: Showing understanding of words

- Use vocabulary words to help retell story
- Explain vocabulary in own words

Comprehension Planning Checklist: Little Bear Story

Before:

Tier 1 Voc: silence, enemy, search, horse race

Tier 2 Voc: Responsibility

- Brief description and example

During:

Tier 2 Voc: Pestered, terror, shame

Tier 3 Voc: cradleboard, village, lodge, prairie

After:

Metaphors: “felt her heart sink”, “her heart jumped”

(Moats & Tolman 2019)

4 Square Vocabulary Lesson:

Syllables:

Definition: (part of speech)

Sentence/Picture:

Synonym/Antonym

(Frayer, 1969)



5.3 Create a Vocabulary Lesson

1. Partner A selects a vocabulary word to teach to partner B
2. Select a recommended way to teach word:
 - LETRS POSSUM routine: slide 30
 - Semantic map: slide 31
 - REWARDS: slide 32
3. Partner B selects a vocabulary word to teach partner A
4. Select a recommended way to teach word:
 - LETRS POSSUM routine: slide 30
 - Semantic map: slide 31
 - REWARDS: slide 32

6.0 Digging for Meaning

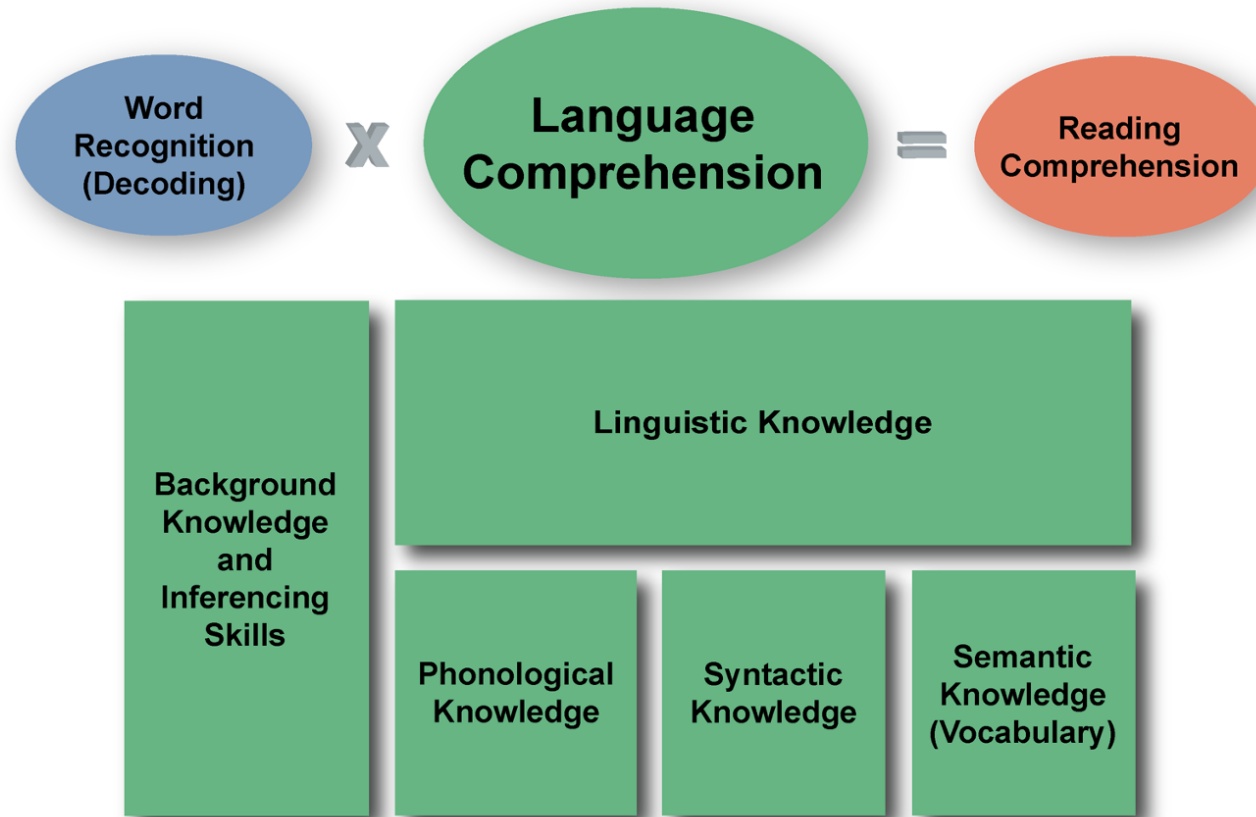
Strengthening the Strands

Unit 6 Objectives

1. What is the Goal of Reading Comprehension Instruction? (p.71)
2. What Causes Poor Comprehension? (p.85)
3. How Can Students Be Prepared for Reading? (p.93)
4. How Does Sentence Structure Affect Comprehension? (p.105)
5. How Are Ideas Tied Together in Text? (p.121)
6. How Does Text Structure Affect Comprehension? (p.131)

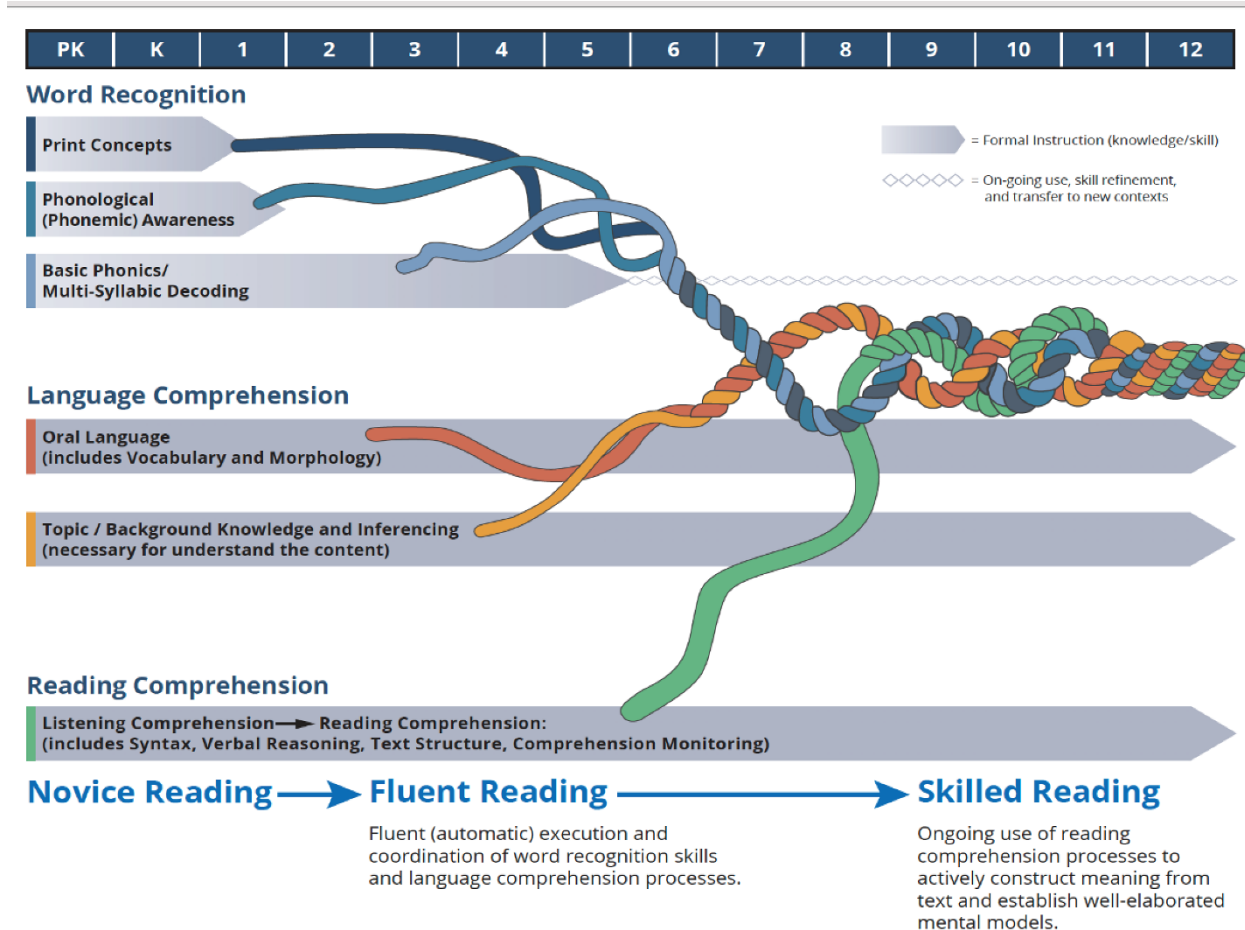
(Moats & Tolman 2019)

Language Comprehension Unpacked



Adapted from Cognitive Foundations Framework (Tunmer & Hoover, 2019)

Reading Rope and Comprehension Checklist



Appendix B: Comprehension Planning Checklist	
Title _____	Page Numbers/Other Notes
Before Reading	
Establish Purpose for Reading. Why read this text? What are the takeaways or enduring understandings students should gain from this text?	Language Comprehension
Identify Text Structure. Is this informational or narrative text?	Background Knowledge facts, concepts, etc.
Prepare Background Knowledge. What background or topic context is needed?	Vocabulary breadth, precision, links, etc.
Select Vocabulary. What words should be pretaught?	Language Structures syntax, semantics, etc.
Identify Challenging Language. What are difficult sentences/phrases/academic language?	Verbal Reasoning inference, metaphor, etc.
	Literacy Knowledge print concepts, genres, etc.
During Reading	
Plan Questions. Anticipate Student Questions. Mark text for stopping to ask questions and queries.	
Use Text Structure to Organize Thinking. Use graphic organizer or outline to show structure.	
After Reading	
Was Purpose Met? Did Students' Thinking Change? Evaluate student understanding. Is rereading planned?	
Assessment: Can Students Express Takeaways? Use Text Evidence? Evaluate how students express the big ideas/enduring understandings from the reading. Can students support their ideas with text evidence?	

Do you remember how the Reading Rope model supports this checklist?

Comprehension Checklist: Before Reading

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Comprehension Planning Checklist

Title _____

Before Reading	Page Numbers/Other Notes
Establish Purpose for Reading. Why read this text? What are the takeaways or enduring understandings students should gain from this text?	
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Select Vocabulary. What words should be pretaught?	
Identify Challenging Language. What are difficult sentences/phrases/academic language?	
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1

Before:

- Purpose, Text Structure, Vocabulary
- “Listen for...”

During:

- Wonderings and Monitoring for understanding

After:

- Check for Understanding
- Author’s Purpose

(Moats & Tolman 2019)

Reading for Comprehension

Before Reading: Whole group: Teacher led with student engagement
State purpose of story to guide instruction
Build background knowledge and vocabulary

During Reading: Combination: Teacher/student
Further clarification for any confusions
Inferring questions to deepen knowledge for product

After Reading: Whole group - Elaborate on Mental Model: If necessary
Independent or Partner reading
Show understanding using graphic organizer, summarizing,
and/or answering questions

Before Reading

Before: Goal is to take away any barriers that may prevent an understanding of the text

Purpose: “Today we are going to read, *Henry and Mudge and the Bedtime Thumps*. I want you to listen carefully how Henry treats his dog as a true friend. You are going to share some of these ways after we read it.”

Genre: “This is a fun story about a boy and his dog that an author created, that means it is a narrative.”

Vocabulary: “Henry is reading a comic book, a comic book is like a graphic novel a story with words and many pictures.”

Language: “Listen carefully to the sentence about an elephant in a phone booth. We will talk about what that means after.”

Background Knowledge

Why?

- Process that enables the reader to construct meaning from text
- Supports comprehension by propelling the reading process
- Inferences are easier with prior information
- Prior knowledge about a topic is like mental **velcro**

How?

- Provide direct or indirect experiences
- Immerse readers in multiple texts with a variety of media
- Teach key vocabulary words for a strong mental lexicon

(Hennessey 2020)



Activity 6.1

Building Background 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

Language Structure: Syntax

Why?

“The relationship that exists between syntax and semantics cannot be overlooked as educators work at developing students’ reading comprehension proficiency.” Hennessy (2013)

How?

- Model directly how syntax helps with comprehension by asking: who, what, where, when, to focus on grammar
- Pointing out phrases and clauses

(Hennessy, 2013)



Activity 6.2 Anagrams Word Card Activity

We do: Let's put this sentence together ask the function based questions: Who, What, and Where

in a pyramid found while digging for treasures
a mummy The archaeologist

You do: Please work together to organize your index cards into a complete sentence with your table partners. Ask the syntax questions

Comprehension Checklist: During Reading

Lexia
LETRS

Comprehension Planning Checklist

Title _____

Before Reading	Page Numbers/Other Notes
Establish Purpose for Reading. Why read this text? What are the takeaways or enduring understandings students should gain from this text?	
Identify Text Structure. Is this informational or narrative text?	
Prepare Background Knowledge. What background or topic context is needed?	
Select Vocabulary. What words should be pretaught?	
Identify Challenging Language. What are difficult sentences/phrases/academic language?	
During Reading	
Plan Questions. Anticipate Student Questions. Mark text for stopping to ask questions and queries.	
Use Text Structure to Organize Thinking. Use graphic organizer or outline to show structure.	
After Reading	
Was Purpose Met? Did Students' Thinking Change? Evaluate student understanding. Is rereading planned?	
Assessment: Can Students Express Takeaways? Use Text Evidence? Evaluate how students express the big ideas/enduring understandings from the reading. Can students support their ideas with text evidence?	

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Before:

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- “Listen for...”

During:

- Wonderings and Monitoring for understanding

After:

- Check for Understanding
- Author’s Purpose

Reading for Comprehension: During Reading

Before Reading: Whole group: Teacher led with student engagement

Purpose of story to guide instruction

Building background knowledge and Vocabulary

During Reading: Combination: Teacher/student

Further clarification for any confusions

Inferring questions to deepen knowledge for product

After Reading: Whole group - Elaborate on Mental Model: If necessary

Independent or Partner reading

Show understanding using graphic organizer, summarizing,
and/or answering questions

Processes vs Product

Processes: internal activities

Examples:

- Making connections
- Predictions
- Inferring
- Visualizing
- Monitoring understanding

Products: concrete activities

Examples:

- Answering questions
- Graphic Organizers
- Character description
- Author's purpose

(Moats & Tolman 2019)

Verbal Reasoning: Inference

Why?

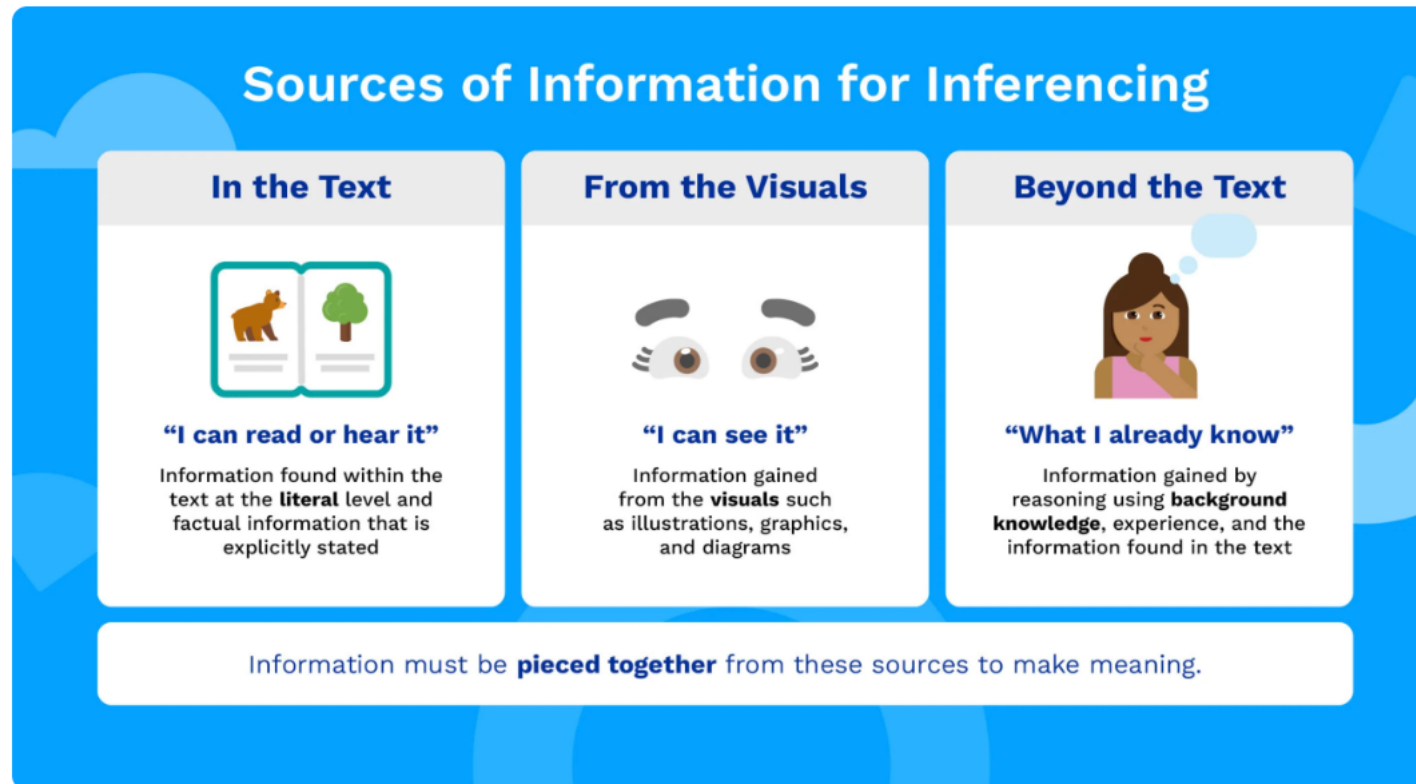
- Text base is a strong part of the mental model
- Readers need to look beneath the surface level for meaning

How?

- Teach students how to associate ideas within a text and their relationship with one another
- Ask reader or listener deeper questions that stretches their thinking

(Moats & Tolman 2019)

Inferencing Examples



Reading universe

During Reading

A few wonderings to monitor for understanding:

- “What have you noticed about ... so far?”
- “Why do you think...?”
- “I wonder...”
- “Who do want to learn more about and why?”
- “Where did the character...?”
- “When did...”
- “How do you think...”

Literary Knowledge: Print Concepts and Genres

Why?

- Helps reader establish the purpose of text
- Reader can predict the expectations and will read more efficiently

How?

- Identify the genre of the text
- Ask reader to predict structure based on title or first sentence

(Moats & Tolman 2019)

Building Mental Models

- Anticipate difficult sentences
- Ask students to paraphrase
- Ask: Who, Where, What, When, Why and How Questions
- Build sentences using cards to combine subjects and predicates
- Create sentence anagrams for students to solve
- Combine oral language modeling with written language

(Moats & Tolman 2019)



Activity 6.4 Building Mental Model

Give 1, Get 1

Give 1: Share ideas how you build background knowledge prior to reading and how you help students monitor their understanding.

Get 1: Write down someone else's idea to take back to your classroom and use with your students

7.0 Unit 7 Text Driven

Using Metacognition for Comprehension

Unit 7 Objectives

1. How should instruction be balanced to include comprehension? (p.147)
2. Which comprehension strategies can be used during and after reading? (p. 157)
3. How should comprehension be mediated through questioning? (p. 177)
4. What should students do after reading a text? (p. 191)
5. What is the process for planning an entire lesson? (p. 203)
6. How can Instruction be adapted for special populations? (p.217)

(Moats & Tolman, 2019)

Comprehension Checklist: After Reading

Lexia
LETRS

Comprehension Planning Checklist

Title _____

Before Reading	Page Numbers/Other Notes
Establish Purpose for Reading. Why read this text? What are the takeaways or enduring understandings students should gain from this text?	
Identify Text Structure. Is this informational or narrative text?	
Prepare Background Knowledge. What background or topic context is needed?	
Select Vocabulary. What words should be pretaught?	
Identify Challenging Language. What are difficult sentences/phrases/academic language?	
During Reading	
Plan Questions. Anticipate Student Questions. Mark text for stopping to ask questions and queries.	
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1

Before:

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- “Listen for...”

During:

- Wonderings and Monitoring for understanding

After:

- Check for Understanding
- Author’s Purpose

Reading for Comprehension: After Reading

Before Reading: Whole group: Teacher led with student engagement

Purpose of story to guide instruction

Building background knowledge and Vocabulary

During Reading: Combination: Teacher/student

Further clarification for any confusions

Inferring questions to deepen knowledge for product

After Reading: Whole group - Elaborate on Mental Model:

Independent or Partner reading for accuracy and practice

Show understanding using graphic organizer, summarizing,
and/or answering questions

Second and Third Read

Second Read: Further students' understanding and clarify ideas or concepts that they may not know or find confusing. Let the text guide what's needed, keeping the rope strands in mind

- Make Inferences- Process
- Record answers on Graphic Organizer - Product

Third Read: (if warranted) Elaborate the mental model that students have formulated about the text

- Partner Reading
- Small group Instruction

(Moats & Tolman, 2019)



Activity 7.1 Comprehension Planning Checklist

1. Select a story Lesson from your curriculum and compare those lesson steps with the Comprehension Planning Checklist
2. Consider the following:
 - Is the curriculum lesson emphasizing process or product?
 - Are there any missing pieces from Comprehension Checklist that you would add to increase engagement or understanding?
3. Fill out the Comprehension Planning Checklist to teach this story
 - Select a Graphic organizer or product that you would use to check for understanding evaluate

Comprehension Resources

- [The Comprehension Blueprint](#)
- [Writing as a Tool for Improving Adolescent Reading Comprehension](#)
- [Teaching Text Structure to Improve Informational Text Comprehension and Writing](#)
- [Syntax: Somewhere between Words and Text](#)

8.0 Unit 8 Reading and Writing Connection

Just because you can read a word, does not mean you
can spell it

Reciprocal Instruction

Word Recognition Decoding:

- Phoneme Grapheme Mapping
- Blending Sounds
- Meaning assists comprehension

Spelling Instruction: Encoding:

- Phoneme/Grapheme/Orthography
- Segmenting Sounds
- Meaning assists spelling



Unit 8 Objectives

1. Why is writing so challenging? (p. 231)
2. How should teachers prepare students for writing? (p. 249)
3. How can student gain competence in building sentences? (p. 267)
4. How can narrative composition be supported? (p. 281)
5. How should informational and opinion writing be taught? (p. 297)
6. How can student writing progress be assessed? (p. 315)

(Moats & Tolman, 2019)

Unit 8 Reading –Writing Connection

1. “When you teach reading, you teach writing, when you teach writing, you teach reading”, Steve Graham
2. “Short writing often”, Dr. Anita Archer
3. “Writing benefits reading”, Moats and Tollman
4. “Reading is breathing in, while writing is breathing out.” Pam Allyn
5. “Spelling must be TAUGHT, not CAUGHT”, Gentry & Graham
6. “Writing comes from reading, and reading is the finest teacher of how to write.” Annie Proulx



Activity 8.1

Simple View of Writing Retrieval:

- Make a T chart on your paper, label one side Foundational and the other side Composition
- Write down as many components of each that you can recall from your LETRS training

Foundational Skills - Unpacked

Foundational Writing Skills

- Letter formation
- Handwriting or typing fluency
- Spelling, punctuation
- Word/sentence spatial organizations

Ehri's Phases of Writing Development

- Pre-alphabetic
- Early Alphabetic
- Later Alphabetic
- Consolidated Alphabetic

LETRS manual, page 252

Fluency and Legibility

Research shows that Handwriting is approximately 85% linguistic skills and approximately 15% fine motor skills

Handwriting fluency

- Production of letters, numbers, and punctuation is quick and easy
 - Decreased fluency increases cognitive load
- Handwriting legibility
 - The ease in which a reader can read what a writer wrote

(Berninger & Wolf, 2009, as cited by Moats, 2012)

Why Teach Handwriting?

- Both legible and automatic letter writing improve the amount and quality of students' overall written composition in grades 1–6.
- Once lower-level writing skills are automatized, a student's cognitive “desk space” is able to focus on the important higher-level skills.

(Graham, Berninger, Abbott, Abbott, & Whitaker, 1997; Berninger & Wolf, 2009)



Activity 8.2 Does Handwriting Matter? Let's Prove It!

- On a blank piece of paper
- Think about how you would explicitly explain in writing something you are really good at
- **Plan for 30 seconds**
- Use your dominant hand to **write for 60 seconds**
- Count how many words you wrote
- Now think about you would explicitly explain making a sandwich
- **Plan for 30 seconds**
- Use your *nondominant* hand to **write for 60 seconds.**
- Count how many words you wrote

Best Practices for Handwriting Instruction

- Provide frequent, distributed practices (warm-ups)
- **Begin early**, in kindergarten
- Teach correct pencil grip
- Focus on **accuracy**, then **fluency**
- Use **lined paper** with top, middle, and bottom lines
- Provide **visual models** around the room
- **Do not allow students to “invent”** their letter formations

(Moats & Tolman, 2019)

Integrating Letter Formation with Encoding

Build Transcription Skills and Writing Fluency (20–30 minutes, as necessary given students' skill levels)

Student Activities

- Form letters using lined paper, numbered arrows, tracing, and verbal cues.
- Use manipulatives to match/sequence alphabet letters or to write the alphabet in sequence.
- Write graphemes for phonemes.
- Spell words by pattern.
- Write high-frequency words and spelling words to dictation.
- Use spelling words in various practice exercises.
- Understand the structure of, and produce, sentences with appropriate punctuation and capitalization.

(Moats & Tolman, 2019)

Principles of Spelling Instruction

Principles of Teaching:

- Spelling pattern word lists
- Word Analysis
- Distributed Practice
- 3-5 irregular words per week
- Syllabication of longer words

Principles of Practicing:

- Practice within Meaningful text
- Dictation words, phrase, sentences
- Word Chains
- Spelling pattern sort

(Moats & Tolman, 2019)

Scope and Sequence for Spelling (Grades 1–3)

	Grade 1	Grade 2	Grade 3
Beginning Consonant Sounds	<i>b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, y, z</i>	<i>ce, ci, cy = /s/ ge, gi, gy = /j/</i>	
Ending Consonant Sounds	<i>b, d, g, l, m, n, p, r, t, x</i> <i>/z/ = s, z</i> <i>/v/ = -ve</i>	<i>ff, ll, ss, zz</i> (Floss rule) <i>-ge, -dge</i>	
Digraphs	<i>sh, th, ch, wh, ng, ck</i>	<i>ch, tch</i>	<i>ph, gh = /t/</i>
Beginning Blends	consonant + <i>/l/</i> or <i>/r/</i> ; <i>sk, st, sl, sm, sn, sp, sw</i>	<i>shr, thr</i> <i>scr, squ, spl, spr, str</i>	
Ending Blends	<i>mp, st, nd, nk, ft, lt, lf</i>	<i>cks/x</i>	
Silent Letters		<i>kn, gn, wr, lk</i>	<i>s(t), bt, mn</i>
Short Vowels (Closed Syllables)	<i>a, e, i, o, u</i>		
Vowel Teams and Diphthongs	<i>ee, ea, oa, ai, ay</i>	<i>igh, au/law, oa/ow, oi/oy, ou/ow, oo</i>	<i>eu, ew, ue, ui</i> <i>eigh, ough, aigh</i>
Open Syllables (Single Long Vowels)	<i>e, o</i> <i>y = /i/</i>	<i>a, e, i, o, u</i> <i>y = /ē/</i>	
Vowel-Consonant-e	(Introduce concept)	<i>a_e, i_e, o_e, u_e, e_e</i>	<i>ore, are, ure, ire, ere</i>
Vowel-r	<i>er, ar, or, ir, ur</i>	<i>oar, air, ear</i> <i>war, wor</i>	
Rime Chunks	<i>ing, ang, ung</i> <i>ink, ank, unk</i> <i>all</i>		
Inflections and Ending Rules	<i>/s/, /z/ = plural s</i> <i>-ing, -en</i>	<i>/t/, /d/, /a/ /d/ = -ed</i> <i>-er, -est</i> (no base change) Doubling rule, drop silent <i>e</i> rule	Change <i>y</i> to <i>i</i> rule; doubling rule and drop silent <i>e</i> rule; multisyllabic words
Prefixes		<i>un-, re-, mis-</i>	<i>dis-, in-, ex-, con-, com-, per-</i>
Derivational Suffixes	<i>-y, -ish, -able</i>	<i>-less, -ness, -ful, -ly, -ment</i>	<i>-tion, -ive, -age, -ic, -ity, -ible</i>
Base Words and Roots	Compounds	Contractions; base words with forms that do not change when endings are added	Multisyllabic Anglo-Saxon base words; common Latin roots <i>port, form, tract</i>

- How does your spelling instruction align with this suggested scope and sequence?
- Are all skills represented in your lessons?
- Are they in a general order from easy to more complex?

(Moats & Tolman, 2019)

Research Based Practices

1. Use word lists that illustrate a spelling pattern from a logical scope and sequence
2. Provide tasks that promote word analysis such as sound/symbol correspondence, syllabification, morphology, word origin and meaning
3. Incorporate frequent distributed practice
4. Introduce 3-5 irregular words per week

(Moats & Tolman, 2019)

Research Based Practices, continued

5. Focus on syllabication of longer words
6. Use Spelling words in meaningful contexts
7. Have students sort words by spelling patterns
8. Provide proofreading and rewriting practice

(Moats & Tolman, 2019)

Structured Spelling Lesson

1. Quick review of previously learned pattern of words, and pretest of the concept to be taught
2. Oral language practice with phoneme, syllable, morpheme, and word identification
3. Explanation of the spelling concepts, correspondence, or pattern
4. Guided practice analyzing words on a list and constructing them
5. Practice with immediate corrective feedback
6. Test, provide corrective feedback and reteach as necessary

(Dr. Pam Kastner, 2026)

Activity 8.3 Regular Word Spelling Instruction

1. Locate “Structured Literacy Regular Word Spelling” document
2. Practice and review the steps
3. Decide which partner will teach the lesson first
4. 1st partner will teach the lesson using the script
5. 2nd partner who is not teaching will fill out Structure Spelling Feedback chart
6. Share feedback
7. Switch partners

How to Teach a Rule Breaker

1. Explain to students they are going to practice reading and spelling a rule breaker
2. Write the target word on the white board
3. Say the word
4. Say the sounds in the word
5. Point out the sound that is “breaking the rules”
6. Say the word again
7. Say/write the letters in the word
8. Repeat the whole word

(Gillis, & Eberhardt, 2018)

Activity 8.4 Spelling “Rule Breaker” Instruction

1. Locate “How to Teach a Rule Breaker” document
2. Practice and review the steps
3. Decide which partner will teach the lesson first
4. 1st partner will teach the lesson using the script
5. 2nd partner who is not teaching will fill out Rule Breaker Feedback chart
6. Share feedback
7. Switch partners

Dictation Routine

- Say a word, segment each sound in the word, and students to write the word as they say each sound
 - *pet*
- Dictate a short sentence. Have students repeat the sentence and hold it in memory while they make a line for each word they will be writing
 - *Tim pets the hen.*
- Reminders for capital letters, punctuation. Reference sound spelling cards
- Model correct sentence. Student self-correct any errors

(Moats & Tolman, 2019)



Activity 8.5 Dictation Instruction

1. Locate “Dictation Routine” document
2. Practice and review the steps
3. Decide which partner will teach the lesson first
4. 1st partner will teach the lesson using the script
5. 2nd partner who is not teaching will fill out Rule Breaker Feedback chart
6. Share feedback
7. Switch partners

Michigan's Definition of Dyslexia

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

(Michigan Dyslexia Handbook <https://www.michigan.gov/mde>)

Why students with Dyslexia struggle with spelling

1. Phonological processing weakness
2. Reduced orthographic mapping
3. Weaker morphological awareness
4. Limited exposure due to reading difficulty

Basic Spelling Screener

First Grade

1. mud	10. Got	19. wact
2. nap	11. scrap	20. born
3. set	12. bet	21. spojoll
4. fog	13. chap	22. smiculeng
5. rib	14. thrd	23. sliping
6. lif	15. dran	24. sowting
7. sac	16. brijs	25. hiyr
8. stown	17. cruch	
9. franck	18. growing	

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Spelling Analysis Worksheet

Target Word	Misspelling	PH	ORTH	MORPH	Why?	How to Correct?

Examine students' misspellings.
Check the layer of language that impacts their misspellings.
Then, explain why the error happened and what you would do about it to improve that student's spelling.

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Spelling Analysis Grade 1

Basic Spelling Screener (K-2)

Name _____ Teacher _____ Grade 1 Date Nov. 3 Total Points 44

	mud	nap	set	fog	rib	life li-f	shack sac	stone stown	trunk trunk	goat got	scrape scrap	beat bet	champ chap	third thrd	drain dran	bridges brijs	crutch cruch	growing	walked woct	born	spoil spoil	smiling smilang	slipping sliping	shouting shoutng	higher higr	Totals
Word Correct	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	7/25
Initial Consonant	m	n	s	f	r	l				g									w						h	9/9
Final Consonant	d	p	t	g	b	f	ck																			6/7
Digraph, Trigraph							sh						ch	th		dge	tch							sh		2/6
Blend							st	tr nk		scr		mp		dr	br	cr	gr			sp	sm	sl				10/12
Short Vowel	u	a	e	o	i																					5/5
Long Vowel VCe						i_e		o_e			a_e															0/3
Vowel Team/ Diphthong										oa		ea		ai				ow	al		oi			ou	igh	1/8
Vowel-r													ir							or						1/2
Inflections															s		ing	ed			ling	pping	ting	er		3/7
Word Totals	3 +1 4	3 +1 4	3 +1 4	3 +1 4	3 +1 4	2	-	1	1	1	1	-	1	1	1	2	1	3 +1 4	1	1	1	1	1	1	1	Total 44/84

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Identify Spelling Errors in Students' Writing

1. When the ather says peple hear souds . . PHON
2. . . . some peple fill souds. ORTHO
3. If you were in spaes . . . ORTHO
4. . . . hear souds diftle . . .PHON, MORPH



Activity 8.6 Spelling Screener Analysis

Step 1: Review your student data

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 would you provide?

Be ready to share observations and recommendations with group

Composition Skills - Unpacked

- Composition Skills
 - Topic knowledge
 - Vocabulary/word choice
 - Sentence formulation
 - Grammar and usage
 - Literary forms
 - Organization of ideas
 - Audience awareness

(Moats & Tolman, 2019)

Setting the stage for Writing

1. Generate topic ideas based on genre
2. Gather knowledge with a variety of texts (narrative/informative)
3. Discuss variety of possible descriptive vocabulary words
4. Set goals or check in with deadlines
5. Organize by modeling writing process

Explicit Writing Instruction

- I Do
 - Teacher modeling
- We Do
 - Interactive
- You Do
 - Independent practice

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.

Explicit Writing Process

Modeling Planning

- ✓ Identify a purpose
- ✓ Select a genre
- ✓ Generate ideas

Modeling Writing

- ✓ Drafting ideas into words, sentences, and paragraphs
- ✓ Spelling, punctuation, grammar, managing layout

Modeling Post Writing

- ✓ Compare draft with original plan
- ✓ Edit organization of word choice
- ✓ Rewrite and edit as needed

Syntax Review

- The rules that dictate word order
- The system in a language that specifies how words, phrases, and clauses can be sequenced
- **Who** is doing **what**, **to whom**, and in **what way**?

Moats & Tolman, 2019

- Oral syntactic ability
- Reading syntactic ability
- Writing syntactic ability

Gillis, & Eberhardt, 2018

Three Basic Sentence Structures: Simple

- Simple: naming part and action part
 - One subject and one predicate
 - One complete thought (one independent clause)
- The children jumped.

Three Basic Sentence Structures: Compound

- Compound: naming part and action part & naming part and action part
 - Two complete thoughts (two independent clauses)
 - Joined by a coordinating conjunction
 - FANBOYS
 - (for, and, nor, but, or, yet, so)
- The dog shook his toy, but the cat walked by without stopping.

Moats & Tolman, 2019

Three Basic Sentence Structures: Complex

- Complex: naming part and action part & naming part and action part
 - One complete thought and one incomplete thought (one independent clause and at least one dependent clause)
 - Joined by a subordinating conjunction
 - Because, before, when, while, after, as
- The children talked loudly after he left the room.
 - Complete thought: The children talked loudly
 - Incomplete thought: after he left the room

Sentence Modeling



Simple Sentence Builder Charts

Name _____ Date _____

Two-Part Sentence Builder Chart

Who or What?	Action?

Three-Part Sentence Builder Chart

Who or What?	Action?	Who or What? Where? When? How?

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Extended Sentence Builder Chart

Name _____ Date _____

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

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(Moats & Tolman, 2019)

Direct Sentence Instruction



Who or What ?	Action?
The balloon	is flying.

Who or What?	Action?	Who? What? Where? When? How?
The balloon	Is flying	over the mountains.

(Moats & Tolman, 2019)

Guidelines for Capitalization and Punctuation

Table 8.12: Sequence of Capitalization Instruction

1. A person's first name	11. First word in the salutation of a letter
2. A person's last name	12. First word in the closing of a letter
3. The first word of a sentence	13. Names of organizations and clubs
4. The word /	14. Names of states and other geographical locations
5. The date	15. Commercial product names
6. Proper names for holidays and places	16. First word of dialogue
7. Names of streets and cities	17. First word of most quotations
8. Titles of compositions and books	18. Race and nationality
9. Titles in names (e.g., <i>Mr.</i> , <i>Mrs.</i> , <i>Ms.</i> , <i>Dr.</i>)	
10. Mother and Father (or similar) when used as proper names	

Table 8.13: Progression of Punctuation Instruction

1. Period - At the end of a statement - Following a command - After an abbreviation - After numerals in a numbered list - Following an initial 2. Question Mark - After a question 3. Comma - In dates - In addresses - After introductory phrases or clauses - After the greeting of a friendly letter - After the closing of a friendly letter - Between words in a list - To set off appositives - To separate a direct quotation from a sentence 4. Underline - Titles of books, plays, and periodicals - Words used in a special way - Foreign words not commonly used in English 5. Apostrophe - Before <i>s</i> in a possessive noun - After <i>s</i> in a plural possessive noun - In a contraction	6. Exclamation Point - At the end of an exclamation - After words showing strong emotion or surprise 7. Dash - To show a sudden break in a sentence - To emphasize a word, phrase, or clause - To indicate interrupted speech 8. Colon - Between the hour and minutes in time of day - After the greeting in a business letter - Before a long list 9. Quotation Marks - Before and after the words of a speaker - Around the title of a story, poem, or article 10. Hyphen - In some compound words - When writing some numbers as words - To mark syllable division at the end of a line 11. Parentheses - Around words included in a sentence to explain or add information 12. Semicolon - To replace a conjunction between two clauses of a compound sentence
---	---

(Moats & Tolman, 2019)



Activity 8.7 Modeling Extended Sentence

Directions: Use a topic from your Writing Curriculum to practice modeling how to create an extended sentence

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

Writing Phases

Compose with Teacher Modeling and Assistance (20–40 minutes, as appropriate for students' skill levels)

Planning

- Establish the goal of the activity.
- Identify the genre and its structure (e.g., narrative, informational, opinion).
- Build or elicit background knowledge of the topic, using prompts (e.g., pictures, objects, videos, books, direct experience) as necessary.
- Show or create a model of a finished product.
- Generate a list of ideas and/or key words for writing.
- Help students sequence and organize ideas.
- Have students verbalize thoughts to a partner before writing (e.g., Think–Pair–Share).

Translating (Drafting)

- Engage individual students in dialogue as necessary, referring to the format and key ideas that were generated during the planning phase.
- Provide sentence starters or sentence frames as necessary.
- Encourage students to use self-talk and reminders to stay focused.

Reviewing and Revising

- Ask students to share writing with partners or peers.
- Talk over what can be restated, added, deleted, elaborated, or rearranged.
- Refer to editing/proofreading checklists that contain skills that have been taught.
- Lift one or two sentences from students' work to reteach selected punctuation, capitalization, grammar, and usage requirements.

(Moats & Tolman, 2019)



Activity 8.8 Writing Rope

- As you are watching Joan Sedita, author of Writing Rope explain the explicit instruction of writing, write down any ideas that you would like to take back and implement.
- Be ready to share

Using Graphic Organizers with Writing Checklist

Open manual to pages B10 and B11 to review the Writing Graphic Organizers

- Explain any graphic organizers you use with students to organize ideas?
- How can these organizers guide your students to write sentences and a variety of genre texts?
- How do you scaffold the steps for students who need it?

Writing Checklist

Appendix L:
Writing Evaluation Checklist

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Student Name _____ Date _____

Writing Assignment _____

Skill	Developing (1)	Basic (2)	Proficient (3)	Advanced (4)
Foundational Writing Skills				
Letter Formation	☐	☐	☐	☐
Handwriting	☐	☐	☐	☐
Spelling	☐	☐	☐	☐
Punctuation	☐	☐	☐	☐
Word/Sentence/Paragraph Spacing	☐	☐	☐	☐
Composition				
Topic Knowledge	☐	☐	☐	☐
Vocabulary/Word Choice	☐	☐	☐	☐
Sentence Formulation	☐	☐	☐	☐
Grammar and Usage	☐	☐	☐	☐
Organization of Ideas	☐	☐	☐	☐
Audience Awareness	☐	☐	☐	☐
Progress Notes: 				

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2

Skills:

- ✓ Letter formation/Handwriting
- ✓ Spelling/Punctuation/Word Choice
- ✓ Composition:
- ✓ Topic
- ✓ Vocabulary
- ✓ Sentence Organization/Ideas
- ✓ Grammar
- ✓ Audience

Summary Organizer

Topic: Cheetahs

Speed

- Fast as a car
- Fastest in the world
- 68-75 miles an hour

Body

- Large, yellow body
- Black spots
- Blends in

Habitat:

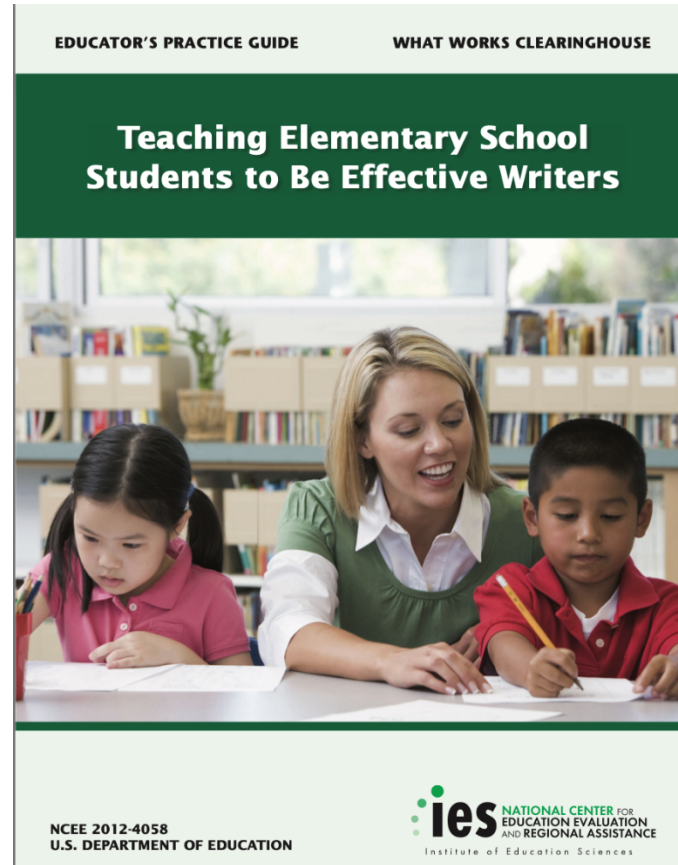
- Tall, grassy plains
- Africa
- Hunts, runs, raises babies

Conclusion:

A cheetah is an incredibly interesting animal with special talents.

(Moats & Tolman, 2019)

IES Writing Practice Guide



(IES Practice Guide, 2012)

Opportunities for Quick Writes

- **Morning Warm Ups/ Afternoon Exit Tickets**
- **Social Studies:** Responding to text to summarize
- **Science:** Explaining an experiment
- **Math:** Describe the steps in an equation
- **Reading:**
 - Answer text questions in a complete sentence
 - Confirm understanding
- **Writing:**
 - Develop sentence structure
 - Create a narrative, informative, and opinion text

Writing Opportunities

Before reading:

- Students can write on their own knowledge of subject
- Write meaning of the vocabulary words selected in their own words

During reading:

- Fill out Story Graphic Organizer
- Annotate notes in margins or record questions

After reading:

- Complete Graphic Organizer
- Respond to questions to show understanding
- Main idea/Gist
- Author's purpose
- Choose a character to write about
- Research more about this topic
- Add to knowledge list



Activity 8.9 Authentic Writing: Sentence Types

1. Semantics (statements)
2. Morphemes (questions)
3. Phonemes (commands)
4. Graphemes (exclamations)



Activity 8.10

- Review and analyze your student's writing sample or the one that has been provided
- Evaluate the sample using the Writing Evaluation Form
- Determine students' strengths and needs for what needs to be taught next

9.0 Implementation Goals

Transferring and Sharing

Activity 9.1



- Use the goal recording sheet to set a goal for implementation with a DATE, broken down into STEPS, with an ACTION plan

(Greg Reid, 2015)



Closing Activity

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 _____.

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