



Bringing LETRS to Life

Volume 1

Ann Anderson

Fall 2026

mimtsstac.org



Acknowledgments

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

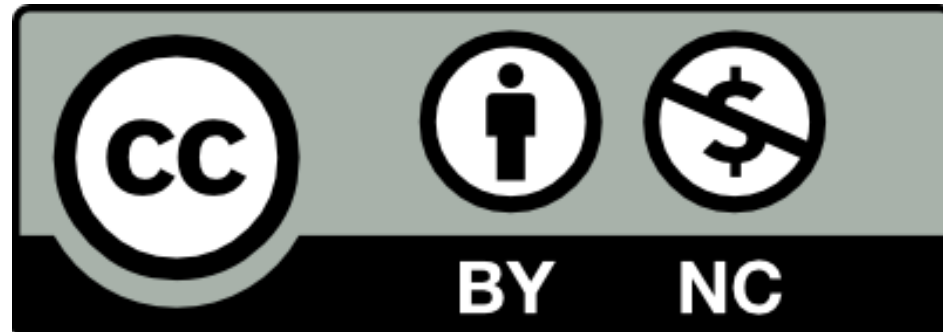
Dr. Louisa Moats and Carol Tolman, Language Essentials for Teachers of Reading and Spelling (LETRS)

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

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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
 - Partner work
 - Practice routines

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 1 LETRS research and routines and consider how to begin implementing these practices in classrooms

Intended Outcomes: Four C's

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

What is Behavior Skills Training?

An evidence-based approach to teaching new skills or behaviors that includes providing clear instructions, demonstrating the desired behavior, allowing for practice, and offering constructive feedback to improve performance

(Kirkpatrick, Akers, & Rivera, 2019)

Agenda

Welcome and Introductions

1.0 Unit 1 Reading Difficulties

Break

2.0 Unit 2 Speech Sounds

Lunch

3.0 Unit 3 Beginning Word Recognition and Spelling

Break

4.0 Unit 4 Advanced Word Recognition and Spelling

Dismiss

1.0 Unit 1

Reading Difficulties

"Informed teachers are our best assurance
against reading failure." Dr. Moats



Activity 1.1 River Story Video

Watch River Story and answer the following questions:

1. How does this connect to education?
2. What is our “bridge”?
3. What should we prioritize for instruction?

Unit 1 Objectives

1. Why is Reading difficult? (p.3)
2. How are Language and Literacy related? (p.19)
3. What does the brain do when it reads? (p.25)
4. What skills support proficient reading? (p.35)
5. How do children learn to read and spell? (p.41)
6. What are the major types of reading difficulties? (p.53)
7. How can assessments be used for prevention and early intervention? (p.63)
8. How can assessments be used to differentiate instruction? (p.75)

(Moats & Tolman, 2019)

Types of Reading Difficulty

Phonological Deficit:

- Difficulty processing oral language
- Characteristic of dyslexia

Processing Speed Deficit:

- Difficulty speed and accuracy of print and word recognition
- Characteristic of dyslexia

Comprehension Deficit:

- Difficulty coincides with phonological and processing deficits
- Social linguistic disabilities
- Vocabulary weakness
- Learning disorder that affects reasoning and logical thinking
- Secondary consequence of dyslexia

(Moats & Tolman, 2019)

Activity 1.1 Dyslexia Facts Review T/F

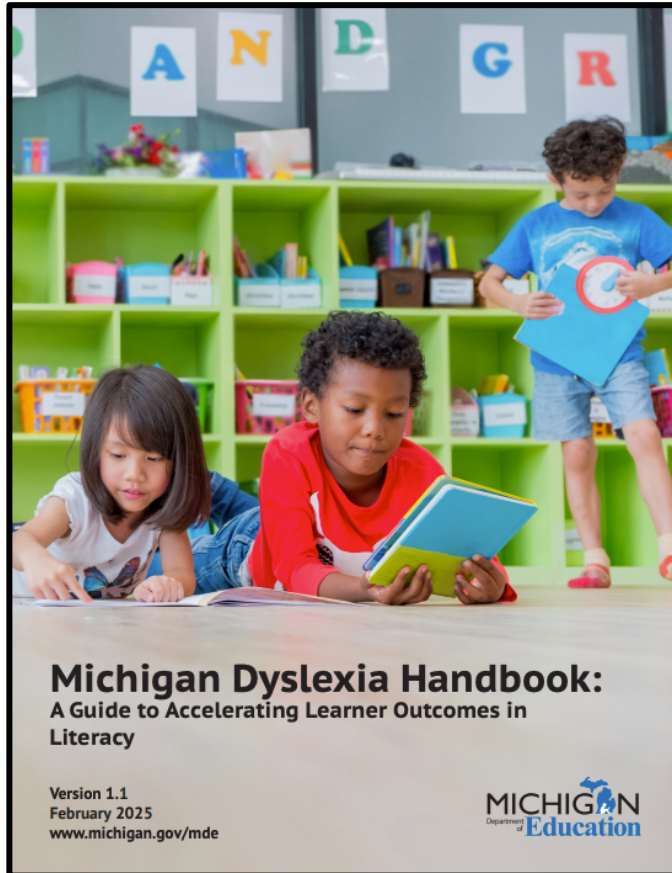
1. Dyslexia is a reading disorder that is based on vision problems which causes people to see letters backwards.
2. Students with dyslexia can learn to read.
3. Students just need more immersion of print to overcome their learning disability.
4. Students with Dyslexia can showcase secondary characteristics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

Cascading of Negative Consequences

- Trouble with speech sounds (K)
- Trouble learning alphabetic code (1st)
- Slow, laborious reading (2nd, 3rd)
- Little practice, limited reading (3rd, 4th)
- Stagnant vocabulary (4th and beyond)
- Unable to comprehend
- Avoids reading

(Moats & Tolman, 2019)

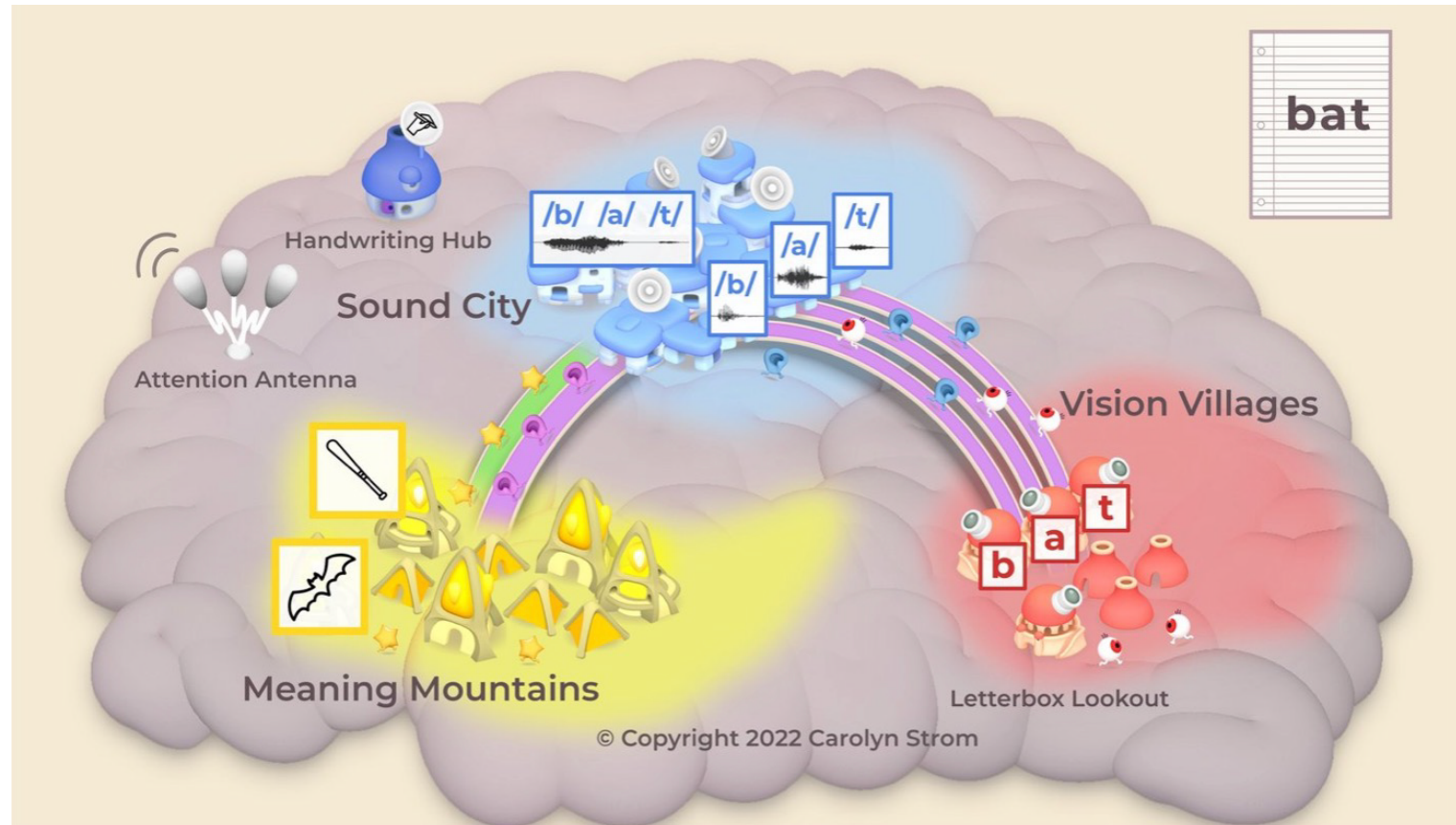
Michigan Dyslexia Handbook



- Structured Literacy Information
 - p. 12
- Dyslexia Characteristics Chart
 - p.15
- Evidence Based Practices
 - p. 17
- Code-Emphasis Phonics Approach
 - p. 20
- Action Steps

(St. Martin et al., 2022)

Reading Brain Pathways



(Strom, 2009)

Science of Reading Components

Science of Reading is a cumulative and evolving body of evidence recommending evidence-based practices:

What to teach:

- Phonological Awareness
- Word Recognition/Decoding/Encoding
- Fluency
- Vocabulary
- Comprehension

How to teach:

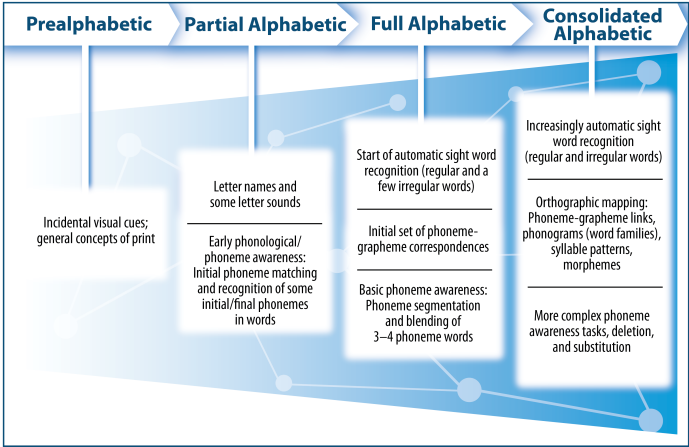
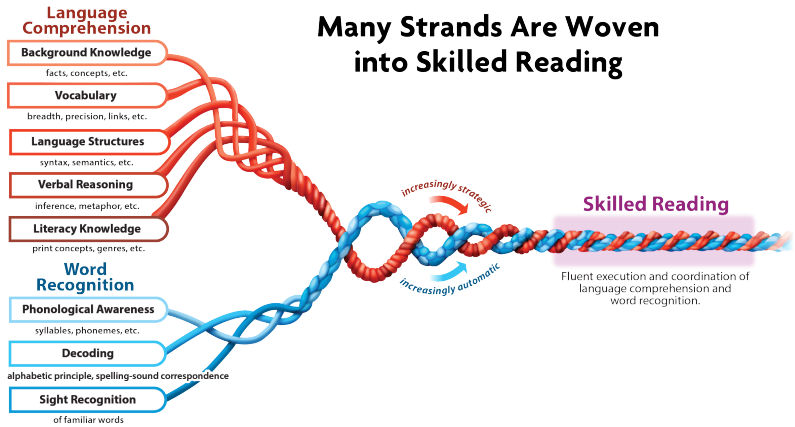
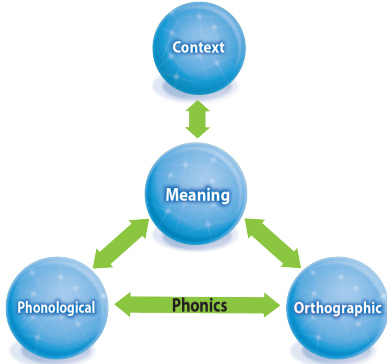
- Explicit Instruction
- Structured Literacy

(Moats & Tolman, 2019)

LETRS Research Models

The Simple View of Reading

Word Recognition	x	Language Comprehension	=	Reading Comprehension
0	x	1	=	0
1	x	0	=	0
0.5	x	1	=	0.5
0.5	x	0.5	=	0.25
1	x	1	=	1



(Moats & Tolman, 2019)

What is Structured Literacy?

- Umbrella term for **evidence-based practices** that benefit **all** students in **reading and writing**
- Explicit, direct and **systematic instruction**
- Grounded in **Science of Reading**
- Integrates all reading domains; **Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension**
- Supports word recognition instruction, **spelling/writing**, language comprehension and reading comprehension process

(Vaughn, 2026)

Structured Lesson Components

Example:

1. Phonological Awareness: blending and segmenting
2. Phonics: Match letters and sounds to read words
3. Read sentences
4. Spelling Words
5. Read Text
6. Guided/Independent Practice

(Phonics for Reading, Archer 2022)

Non-example:

1. Picture walks prior to reading book
2. Round Robin style reading
3. Teacher's first reading prompt is about comprehension
4. Memorizing words

Examples of Structured Literacy Models

UNIT 2

Lesson 5 **OBJECTIVES:**
• to read and spell words containing o

Say Sounds

A. Blending Listen to the sounds or word parts as your teacher says a word slowly. Then say the word.

B. Letter/Sound Associations Look at the letter. Say the sound.

mop

- o t i o a
- i r o b a
- a d p m o
- n o i f x
- s a j v c

Read Words

C. New Words Say the sound. Sound out the word. Read the word.

- on ox mob
- mop map rat
- rot fox rod
- rid not Nat
- Bob rip nod

D. Word Families Read down. Read rapidly.

mob	not	top
Bob	rot	pop
job	cot	mop
sob	dot	pop
rob	got	sop

10 Second Challenge

Cold Timing ____ words read

Practice ____ words read

Hot Timing ____ words read

18 UNIT 2 • LESSON 5

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(Phonics for Reading. Archer, 2024)

Suggested Schedule for a 2-Day Lesson	
Step	Time
Day 1	
Step 1: Phonemic Awareness	2 minutes
Step 2: Visual Drill	3 minutes
Step 3: Auditory Drill	5 minutes
Step 4: Blending Drill	5 minutes
Step 5: New Concept	15 minutes
Day 2	
Step 5: New Concept (review)	3 minutes
Step 6: Word Work	6 minutes
Step 7: Irregular Words	6 minutes
Step 8: Connected Text	15 minutes

(UFLI Lane, 2022)

Sample Red Flags vs. Green Flags

Instructional Area	Red Flags	Green Flags
Phonemic Awareness	Instruction only attends to larger units of phonological awareness	Instruction includes conversations about the way sounds are made in the mouth
Phonics & Decoding	Blending is not explicitly taught or practiced	Letter-sound correspondences are taught to automaticity in an explicit manner
Fluency	Rate is emphasized over accuracy	Word level fluency practice is provided

(The Reading League, 2022)



Activity 1.2 LETRS Routines

Directions: Table partners will review one of the following LETRS routines with district's ELA Curriculum: General Phonics Lesson Plan, Spelling Routine, Comprehension Checklist, and Writing Planning Checklist to compare the explicit instructional steps in Structured Literacy.

1. I do, we do, you do
2. Explicit instruction
3. Sequence of simple to complex skills
4. Modeling with feedback

Aligning Critical Concepts

1. Phonological Awareness: **Blending and Segmenting**
2. Decoding/Word Recognition/Phonics: Matching **graphemes** to corresponding **phonemes** as **continuous** sounds
3. Fluency: Opportunities to practice to improve **accuracy** and prosody
4. Vocabulary: Select words to **build knowledge** and meaning
5. Comprehension: Explicit Instruction to build knowledge **before** with questions, then monitor for understanding **during** reading, and show level of understanding **after** reading



Activity 1.3 Rehearse and Retrieve

Real Life: A parent wants to know why their student should not memorize words

1. See Reading Brain Checklist from materials
2. Rehearse the steps that explains the reading process in the brain
3. Retrieve and practice the Reading Brain explanation with Partner

2.0 Unit 2

Speech Sounds

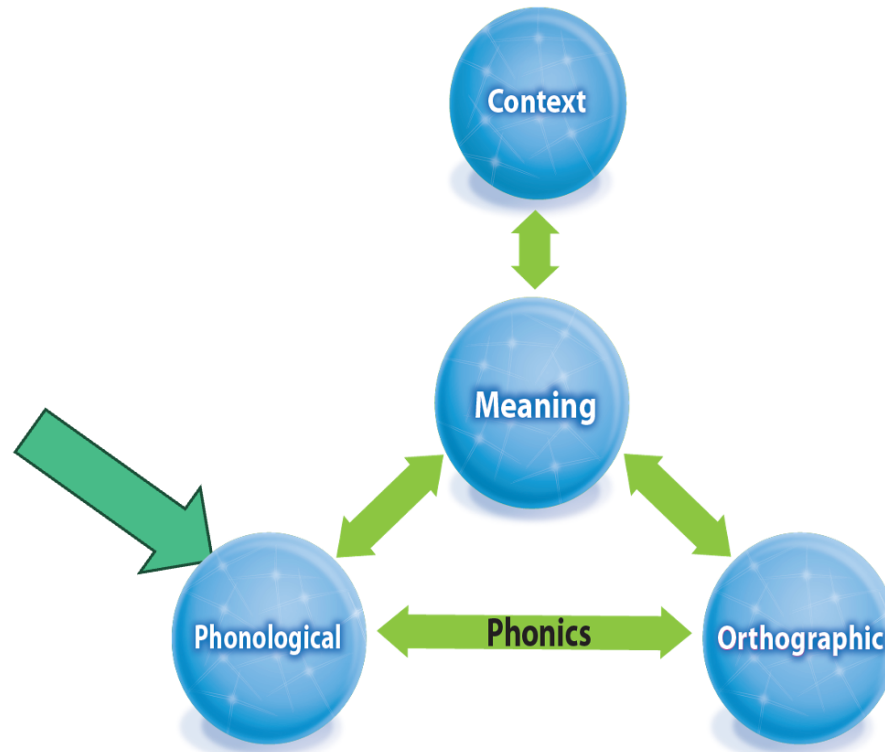
“Educators need to have the same depth of understanding about language as physicians need when they learn anatomy.” Dr. Moats

Unit 2 Objectives

- How Phonology is related to Reading and Spelling (p. 85)
- How Phonological skills develop (p.97)
- Why Phoneme Awareness is important (p.101)
- Consonant Phonemes of English (p. 107)
- Vowel Phonemes of English (p. 119)
- Dialects, Language Variations and Allophonic Variations (p. 125)
- Which Phonological Skills that should be taught and assessed (p.139 and 149)

(Moats & Tolman, 2019)

1st part of Four-Part Processing Model



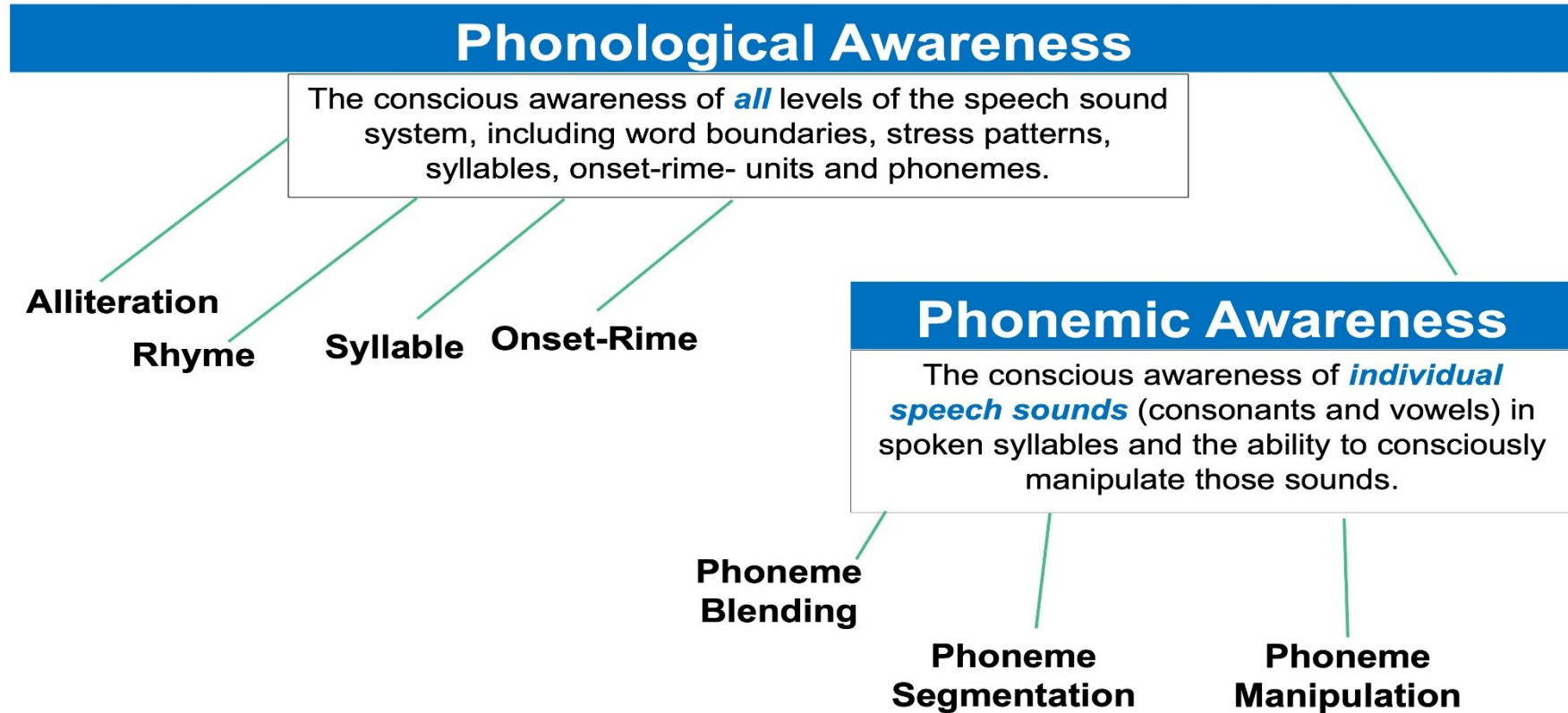
(Moats & Tolman, 2019)

Ehri's Partial Alphabetic Phase

Phase	Characteristics	Sample Spellings
Partial alphabetic	• Early phonological awareness • Knows letter names • Some letter-sound correspondences	kz lg tcr

(Ehri, 1996)

Phonological Awareness



(Moats & Tolman, 2019)

Grapheme-Phoneme Correspondences

Phonemes	Sounds that represent the letters	/ch/ /ā/ /n/
Graphemes	Letters that represent the sound	(ch) (ai) (n)
Letters	Letters used to spell the word	c h a i n

Connecting Phonemes to Graphemes

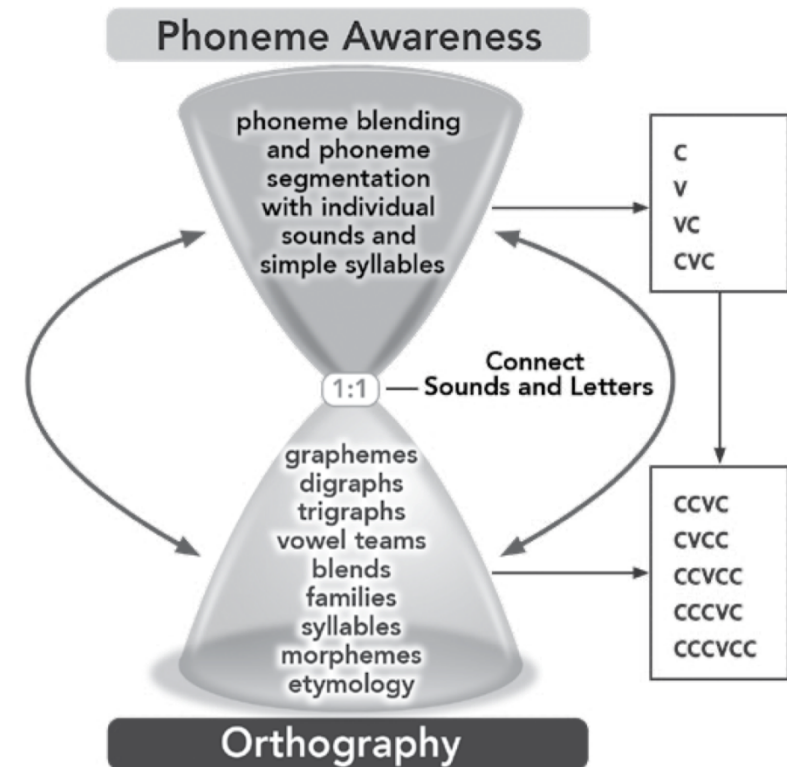
Students need to have an understanding (awareness) of how phonemes (sounds) work.

Once they have an understanding of phonemes, we can match the graphemes to phonemes to build the 1:1 process.

(Carol Tolman, LETRS)



The Hourglass Figure



Early Phonological Awareness Activities

Receptive

- Read Aloud
 - Nursery rhymes
 - Rhyming Storybooks
- Rhyme Recognition/Judgement
 - Identify the odd word out
- First Sound Matching
 - Do pop and pet start with the same sound?

Expressive

- Produce a rhyming word in response
 - “I’m thinking of an animal that rhymes with big!”
- Syllable Counting, Segmenting, Blending
- I Spy
 - I spy something blue that starts with /p/

Early Phonemic Awareness Activity Examples

- First Sound Matching- Alliteration
- Onset and Rime- onset (before vowel) rime (after vowel)
- Segmenting with Manipulatives
 - CVC w/ blocks, chips, and Elkonin boxes
- Blending Phonemes – matching graphemes to phonemes
- Phoneme Substitution with Manipulatives

Phonemic Awareness - Segmenting

Segmenting supports spelling: Cab /c/ /a/ /b/

Explicit Instruction:

- T: “Watch and listen to me say the sounds in *cab*, what word?”
- S: “cab”
- T: “We’ll use a block for each sound. *Cab*. What’s the first sound? /k/
What's the middle sound? /a/ What's the last sound? /b/”
- T: Now your turn, say the sounds in *Cab*”



(Moats & Tolman, 2019)

Explicit Instruction: Segmenting

Phonics for Reading:

- “We are going to segment a word having 3 sounds”
- “Hold up 3 fingers”
- “I will say a word, then you will touch your finger and say the sounds”
- “Show me 3 fingers, /sss/nnn /ow/”

More examples:

- “Boat, /b/ō/t”
- “peel” /p/ee/l”
- “shop” /sh/o/p”

(Archer, 2024, Phonics for Reading)

Explicit Instruction: Blending

- Phoneme Blending supports reading
- Model continuous blending of sounds
- Prior to reading a list of words

Example:

- “Listen as I say the sounds /fff iii sh/”
- “What’s the word?”
- “fish”

(Moats & Tolman, 2019)

General Phonics Lesson Plan Components

Goal of Lesson:

Review:

New Concept:

Guided Practice:

Feedback:

Practice:

Dictation:

Independent or Partner Practice:

Feedback:

Phonological Awareness Review and Practice

1. “We will start with sounds we worked on yesterday.”
2. “Blending sounds is when I say all the sounds in a word and you put them back together to make a word.”
3. “Yesterday we worked on words with the sounds /m/ a/ /t/.”
4. “Let’s do a few from yesterday.” /p/, /c/, /b/, /s/, /n/ (Elkonin boxes)
5. “Listen carefully and watch my lips, I am going to say the sounds, and you put them together to make a word like we did yesterday.”
6. Teacher: “/mmm/ /aaa/ /t/ What word?” Students: “mat”
7. Teacher: /c/ /a/ p/ What word?” Students: “cap”

Phonemic Awareness – Lesson Example

Say Sounds

A. BLENDING

Blending Sounds in Short Words

Note: When presenting a word, say continuous sounds for 1–2 seconds and stop sounds for an instant. Don't stop between sounds.

1. Open your book to Lesson 5, page 18.
2. Let's blend sounds into words. I will say a word slowly. Then you will say the word.
3. Listen. Say **mob** slowly. /mmm/ooo/b/
What word? **mob**
4. Repeat Step 3 with the following words.
/fff/ooo/ks/ **fox**
/rrr/ooo/t/ **rot**
/rrr/aaa/t/ **rat**
/nnn/ooo/t/ **not**

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it. Then repeat the item.
- **Firm up** Call on individuals to blend the following sounds into words.
/rrr/iii/d/ **rid**
/nnn/ooo/d/ **nod**
/mmm/ooo/p/ **mop**
/rrr/iii/p/ **rip**

Blending Parts in Long Words

Note: Say each part slowly. Pause between the parts.

5. Let's say long words. I will say the parts in a word slowly. Then you will say the word. **can not**
What word? **cannot**
6. A penguin is a bird that **cannot** fly. What word?
cannot
7. Repeat Steps 5 and 6 with the following words.
fos sils The remains of plants and animals that once lived are called **fossils**.
ban dit A word for a person who steals things is **bandit**.
hat box A box for a hat is called a **hatbox**.
top ic A **topic** is what something is about.

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it.

ENGLISH LEARNER SUPPORT

- There is no sound /ooo/ in Arabic. Say words with the sound /ooo/ and have students repeat after you.

(Archer, 2024, Phonics for Reading)

Awareness

Phonological

- The ability to perceive and manipulate **sounds**.
 - Word level
 - Syllable
 - Onset-rime
 - Phonemic awareness

Morphological

- The ability to recognize and manipulate the smallest **meaningful units** of language
- Roots (bases) and affixes (prefixes & suffixes)

(Moats & Tolman, 2019; Apel et al., 2013)

Meaningful Parts of Words

- Prefixes
 - 4 most common account for 97% in school text
 - dis- (not/opposite of)
 - in-, im-, il-, ir- (not)
 - Chamelon: change based on base word
 - re-
 - un-
- Suffixes
 - Inflectional
 - Modify time, quantity, or aspect
 - run → runs
 - Derivational
 - Modify meaning and/or word class
 - teach → teacher
- Roots
 - Latin
 - Greek combining forms
 - Sometimes referred to as "base"

(Gold, D., et al.)

Phonemic Awareness – Blending Lesson Example

Blending Parts in Long Words

Note: Say each part slowly. Pause between the parts.

5. Let's say long words. I will say the parts in a word slowly. Then you will say the word. **can not**

What word? **cannot**

6. A penguin is a bird that **cannot** fly. What word?

cannot

7. Repeat Steps 5 and 6 with the following words.

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MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it.

ENGLISH LEARNER SUPPORT

- There is no sound /**ooo**/ in Arabic. Say words with the sound /**ooo**/ and have students repeat after you.

(Archer, 2024, Phonics for Reading)

Phonemic Awareness – General Guidance

- Focus on speech sounds before focusing on letters
- 5-10 minutes
- Show students what you want them to do (I DO), practice together (WE DO), and then let students take a turn (YOU DO)
- Don't wait for mastery of all phonological skills to introduce letters
 - Sound awareness + knowledge of the most common letter representation = explicit instruction of the sound-symbol connection

(Moats & Tolman, 2019)



Activity 2.1

Partner 1:

1. Review Segmenting routines
2. Teach Partner 2 segmenting routine using explicit instruction steps

Partner 2

1. Review Blending routines
2. Teach Partner 1 blending routines using explicit instruction steps

Discuss the difference between the 2 lessons

PAST Data Analysis

**PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM A**
David A. Kilpatrick, Ph.D. © 2003, 2010, 2024
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____
Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level:	
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	____
Initial Phoneme/Onset-Rime	____/10	____/10		____
Basic Phoneme	____/10	____/10		____
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	____
Test Total	____/52	____/52	(Non-automatic levels below highest automatic level)	____

Approximate Grade Level (Circle): PreK/K K late K/early 1st 1st late 1st/early 2nd 2nd late 2nd to adult

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D Say bookcase. Now say bookcase but don't say book.
FEEDBACK: "If you say bookcase without saying book, you get case."

D1 (book)case _____ (sun)set _____ space(ship) _____
D2 (sil)ver _____ (mar)ket _____ gen(tle) _____

LEVEL E Say umbrella. Now say umbrella but don't say um.
FEEDBACK: "If you say umbrella without saying um, you get brilla."

E2 (um)brella _____ (fan)tastic _____ (Oc)tober _____
E3 (al)phabet _____ (Sat)urday _____ (tri)cycle _____

Basic Syllable Total: _____/12 A: _____/12

II. INITIAL PHONEME/ONSET-RIME LEVELS

Initial Phoneme/Onset-Rime Levels (mid kindergarten to early first grade)

LEVEL F Say feet. Now say feet but don't say /f/.
FEEDBACK: "If you say feet without the /f/, you get eet. feet-eet."

(f)eeet → cat _____ (c)ough → off _____
(t)ame → aim _____ (t)ime → I'm _____ (c)one → own _____

LEVEL G Say guide. Now say guide but instead of /g/ say /r/.
FEEDBACK: "If you say guide, and change the /g/ to /r/, you get ride: guide-ride."

(g)uide /r/ → ride _____ (m)ore /d/ → door _____
(g)um /th/ → thumb _____ (l)ed /s/ → said _____ (f)eel /s/ → seal _____

Onset-Rime Total: _____/10 A: _____/10

Where to start?

- 1) Analyze data
- 2) Select "earliest" skill
- 3) Match intervention with specific skill gap
- 4) Continue intervention until confident with mastery

(Kilpatrick, 2024)

Phonological Review

- Phonological Awareness skills lay the foundation of later literacy development
- Learners do not need to master all PA levels before being introduced to the Alphabetic Principle
- Introduce sound-symbol relationships as soon as learners are aware of a sound and know the most common letter to represent it
- Segmenting and blending are critical skills across the reading continuum
 - Segmenting is required for spelling (encoding)
 - Blending is required for reading (decoding)



Phonological Awareness

- Take a look at the LETRS padlet for Unit 1 and Unit 2
- Review contents
- Record any ideas learned you would like to share

3.0 Unit 3

Beginning Word Recognition and Spelling

“There is no comprehension strategy powerful enough to compensate for the fact that you can’t read the words.”

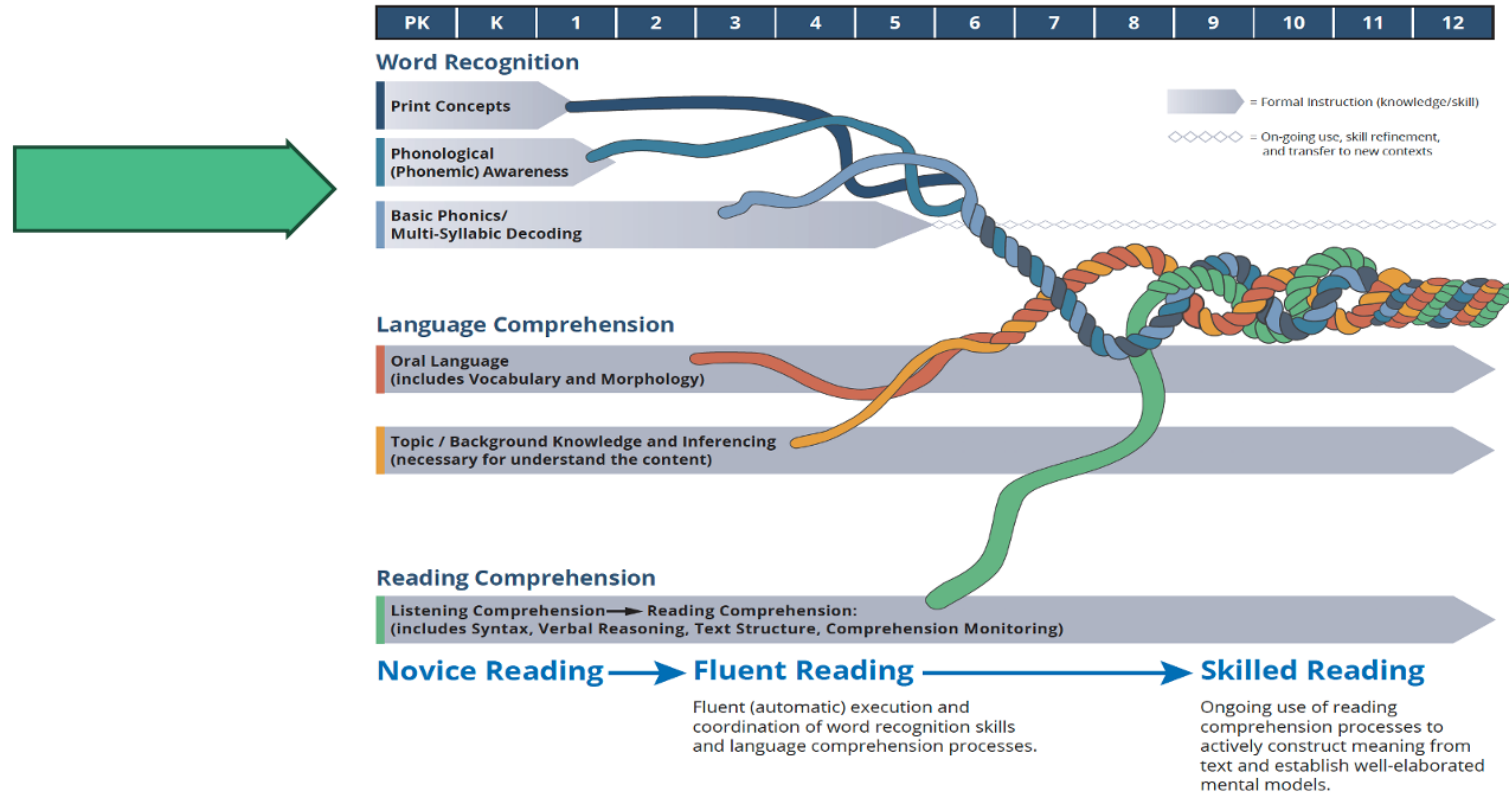
Anita Archer

Unit 3 Objectives

1. Why is code emphasis instruction important? (159)
2. How predictable is English Orthography? (169)
3. How can Ehri's Phases guide instruction? (181)
4. How should instruction begin? (189)
5. What kind of practice is necessary? (201)
6. How can spelling be taught using dictation? (209)
7. When is it important to use decodable text? (215)
8. What is the best way to further student success? (223)

(Moats & Tolman, 2019)

Reading Rope



(Scarborough, 2001)

Ehri's Full Alphabetic Phase

Phase	Characteristics	Sample Spellings
Full alphabetic	• Basic phoneme blending and segmenting of 3–4 sounds • Solid grasp of Letter-sound correspondences • Building sight word recognition	kars lon teechr

(Ehri, 1996)

Word Recognition Talking Points

Code emphasis:

- Reinforce alphabetic principle for reading and writing
- Decoding entire word
- Works best for most students

Explicit Instruction:

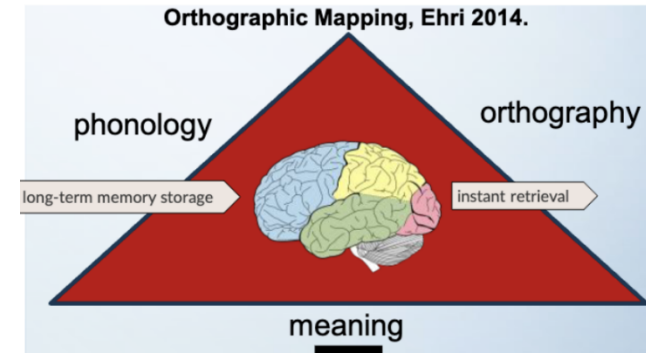
- Purpose: "Today we are going to..."
- Model: "Watch me and listen..."
- Explain: "Let's do that together..."

Practice:

- Guided: "Let's read this together, listen..."
- Partner: "Now practice what we just did with your partner..."
- Independent: "Practice on your own..."

Orthographic Mapping

1. Phonology: Teach how to read word by blending sounds
2. Orthography: Teach how to spell word by segmenting sounds
3. Meaning: Teach meaning of word with student friendly definition



(Kastner, 2026)

Reciprocal Instruction: “Integrate, NOT isolate”

Word Recognition Instruction:

- Decoding:
- Phoneme Grapheme Mapping
- Blending Sounds
- Meaning assists comprehension
- Recognition of Words, Phrases, Texts

Writing/Spelling Instruction:

- Encoding:
- Phoneme/Grapheme/Orthography
- Segmenting Sounds
- Meaning assists spelling
- Production of Words, Phrases and texts

(Kastner, 2026)

General Phonics Lesson Plan Steps: Part 1

Goal of Lesson: “Today we are going to read sounds to make a word.”

Review: “Let’s practice together what we read yesterday.”

New Concept: “Listen and watch me say match these letters with their sounds mmm/aaa/p”, h/i/mm, j/e/t.”

Guided Practice: “Your turn, blend these sounds to make a word.”
(choral or echo)

Feedback: “I like the way you blending the sounds together to make a whole word.”

(Moats & Tolman, 2019)

General Phonics Lesson Plan Steps: Part 2

Whole group/Small group:

Practice: Read word list together (choral or echo)

Dictation: Model segmenting “Listen and watch me, say stop, now say the sounds in stop, s/t/o/p. Now segment the sounds and write the letters you hear in stop.”

Independent or Partner Practice: Differentiation

Feedback: Affirmative/Corrective

(Moats & Tolman, 2019)

Phonics: Connecting Phonemes to Graphemes

Introduce new concept	☐ Introduction: Teacher: “Now we are going to match those sounds to the letters so we can spell the words” ☐ Use Elkonin boxes with magnetic letters ☐ Teacher: I am going to say the sounds in the same words and show you how to match the letters with the sounds to spell a word. ☐ “Listen carefully and watch my lips, I am going to say all the sounds in the word, “bat” /b/ /a/ /t/. ☐ Let’s say that again, /b/ /a/ /t/, what sound did we hear in the beginning /B/, which letter says /B/, let’s write a b in this first box because it is the first sound we hear in the word bat. ☐ Teacher repeats the same steps
Provide Guided Practice	☐ Teacher gives students Elkonin boxes and repeats the same lesson with a variety of CVC words. ☐ Students should be watching and listening carefully and

(Moats & Tolman, 2019)

Curriculum Review

1. Review Curriculum looking for these examples
 - ✓ 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 same spelling pattern modeled by teacher that includes student practice of regular and irregular words.
2. Record if there were any missing elements and how you would fill in the missing gaps.

2nd grader Mid Year Phonics Screener

- Letter ID: 25/26 confuses y and u Sounds: 20/21 consonants with 5/5 vowels
- VC and CVC nonsense: 8/10 ket for ken, cul as keel
- VC and CVC words and sentences: 18/20 sid for sis, had for hid, “a” for “the”
- Common digraphs: 10/10 “s” for “sh” but self corrected
- Digraph sentences: 8/10 “stank” for “stack”, “a” for “the”, “he for “the”
- CVCC and CCVC nonsense words: 9/10 “seg” for “sleg”
- CVCC and CCVC words and sentences: 10/10
- VCe nonsense: 5/10 “kind for “kide”, “flay” for “fale”, “done” for “sone”
- Vce word reading and sentences: 9/10 “cak” for “cake”

(Moats & Tolman, 2019)

Spelling Inventory

LETRS Basic Spelling Screener (K-2)

Name _____ Teacher _____ Grade 2 Date Ja Total Points 4

	mud	nap	set	log	rib	life	shack	stone	trunk	goat	scrape	beat	chomp	third	denin	bridges	crutch	growing	walked	born	spell	smiling	slipping	shouting	higher	Total	
Word Correct	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9 /25	
Initial Consonant	m	n	s	l	r	l			g			1						w						h		9 /9	
Final Consonant	d	p	t	g	b	f	ck																			7 /7	
Digraph, Trigraph							sh					ch	th		dge	tch							sh			4 /6	
Bleed							st	nk	scr	mp	dr	br	cr	gr	so	sm	sl									9 /12	
Short Vowel	e	a	e	o	i																					5 /5	
Long Vowel VCe						i_e	o_e	a_e																		1 /3	
Vowel Team/ Diphthong									oa	ea		ai	ow	al	oi		ou	igh								2 /8	
Vowel-r														ir					or							0 /2	
Inflections										s	ing	ed		ing	ing	ing	ing	ing	ing	ing	ing	ing	ing	ing	ing	er	3 /7
Word Totals																										4 /84	

LETRS 3rd Edition • Unit 4

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LETRS Basic Spelling Screener (K-2)

Name _____ Teacher _____ Grade 2 Date Ja Total Points 4

	mud	nap	set	log	rib	life	shack	stone	trunk	goat	scrape	beat	chomp	third	denin	bridges	crutch	growing	walked	born	spell	smiling	slipping	shouting	higher	Total	
Word Correct	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9 /25	
Initial Consonant	m	n	s	l	r	l			g			1						w						h		9 /9	
Final Consonant	d	p	t	g	b	f	ck																			7 /7	
Digraph, Trigraph							sh					ch	th		dge	tch							sh			4 /6	
Bleed							st	nk	scr	mp	dr	br	cr	gr	so	sm	sl									9 /12	
Short Vowel	e	a	e	o	i																					5 /5	
Long Vowel VCe						i_e	o_e	a_e																		1 /3	
Vowel Team/ Diphthong									oa	ea		ai	ow	al	oi		ou	igh								2 /8	
Vowel-r														ir					or							0 /2	
Inflections										s	ing	ed		ing	ing	ing	ing	ing	ing	ing	ing	ing	ing	ing	ing	er	3 /7
Word Totals																										4 /84	

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Key
 Taught, not mastered
 Not yet taught

Moats & Tolman, 2019)



3.2 Activity Matching Decoding Skill

Skill deficit:

- 1) Student needs decoding skills with CVC words
- 2) Student needs to work on encoding of CVCe words
- 3) Student needs work on matching phoneme to grapheme at the CCVC level
- 4) Student needs to build fluency at the CVC level

Activity:

- A. Segment, blend, write: black, stop, grit, plug, smell, etc.
- B. Read decodable text with bed, rug, sit, mad, hop words.
- C. Segment examples and nonexamples mad/made, kit/kite, hop/hope, on P-G Mapping Grid
- D. Elkonin boxes with letter tiles to blend: sam, top, rig, tub, bed

Extended practice for Word Meaning

Word Recognition Review:

- T: Read word, Segment sounds in word, Meaning of word
- S: Student says word, spells word, gives meaning in own words
- T: Shows illustration of word
- T: Examples and non-examples
- T: Checks for understanding with yes or no questions

Student extended practice: Word sorts, word chains, dictation, etc.

- 4 square- word, own definition, synonym, antonym, sentence

4.0 Unit 4 Advanced Decoding

“A word after a word after a word is power.”

Margaret Atwood

Unit 4 Objectives

1. What is advanced word study? (233)
2. Is there more to learn about phoneme-grapheme correspondences? (241)
3. Why and how should syllable types be taught? (253)
4. When and how should morphology be taught? (267)
5. How can spelling be taught and assessment? (279)
6. How can reading fluency be built? (289)
7. Why is working with data important? (309)
8. How can foundational reading skills be put into perspective? (323)

(Moats & Tolman, 2019)

Ehri's Consolidated Alphabetic Phase

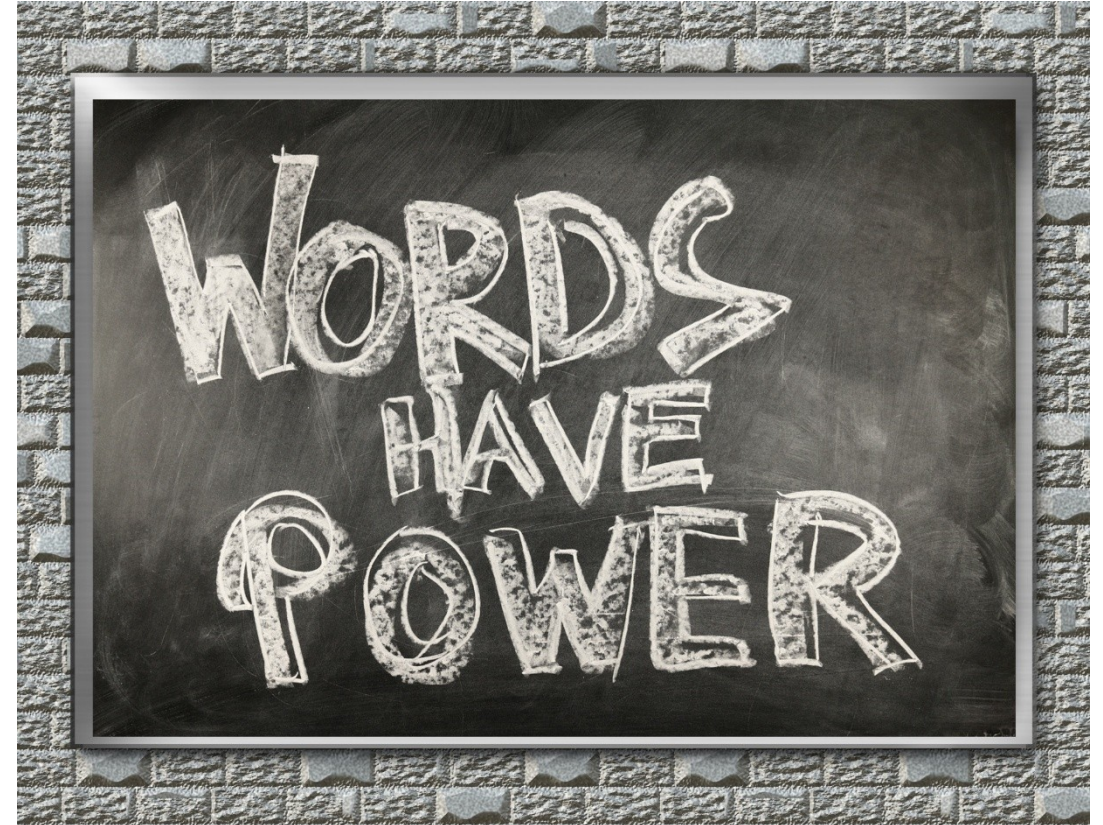
Phase	Characteristics	Sample Spellings
Consolidated alphabetic	• More complex phoneme awareness • Uses sound-symbol connections, syllables, morphemes, etc. • Builds automatic sight word recognition	cars long teacher

(Ehri, 1996)

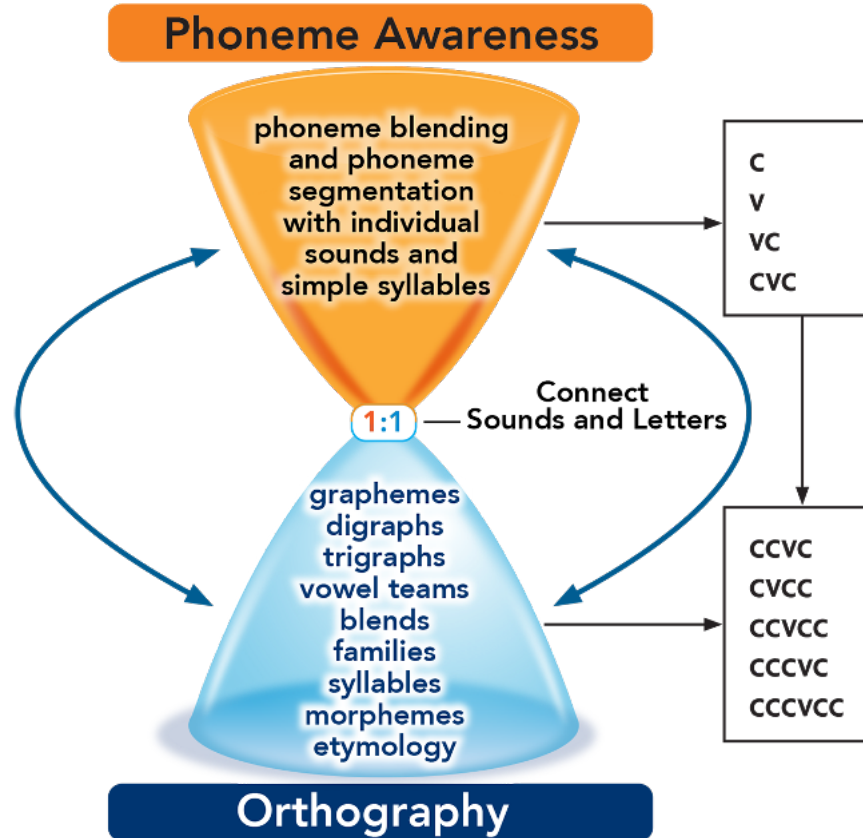
Activity 4.1

Discussion Question: Why would an **upper** elementary student need **phonological awareness** and phonics skills when **reading** and **spelling**?

Whiteboards: What percentage of new words are multisyllabic in 5th grade?

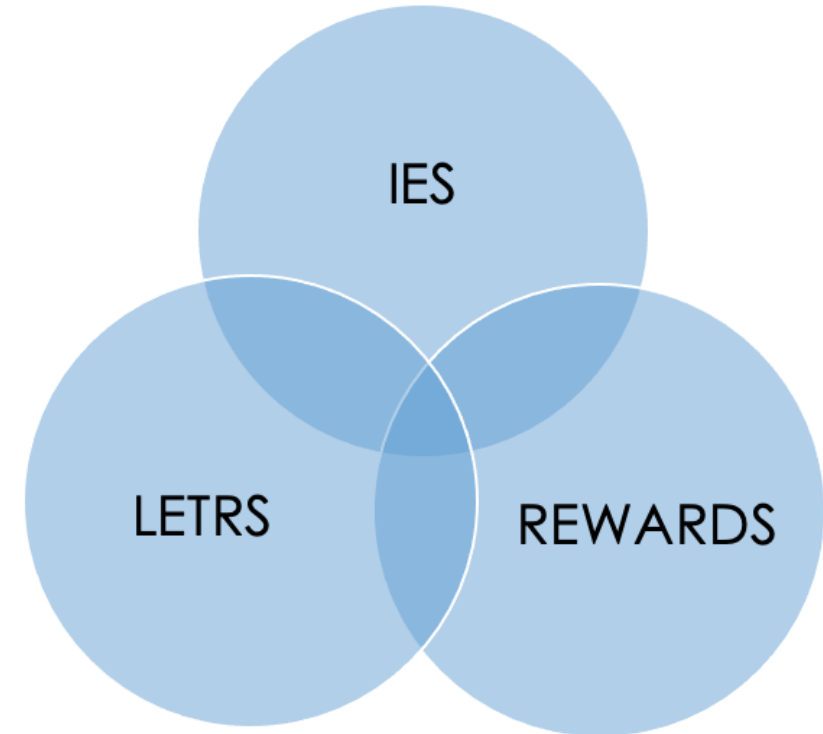
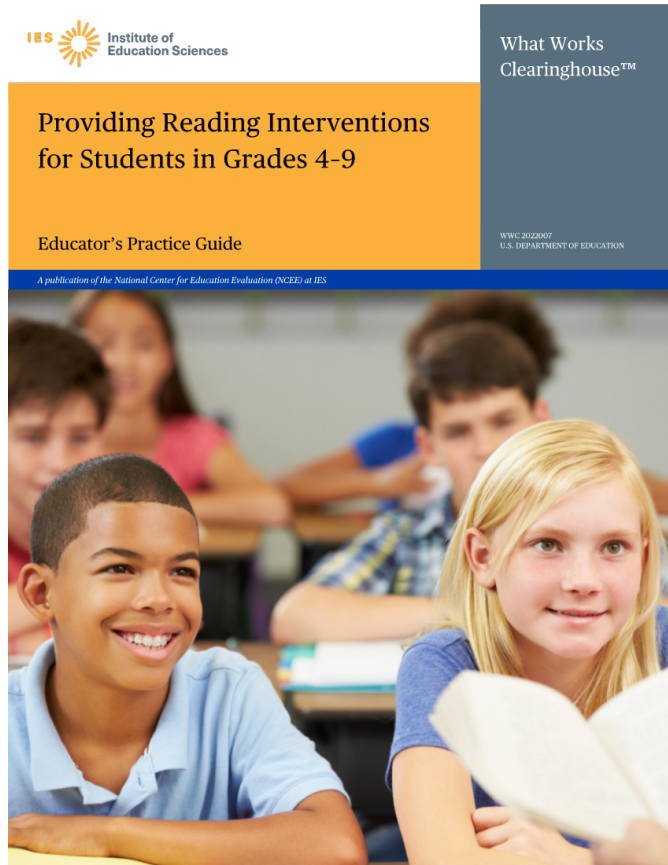


Tolman's Hourglass Figure



(Carol Tolman, 2019)

Institute of Educational Sciences



(Institute of Educational Science (IES) Practice Guide, 2022)

Multisyllabic Learning Intentions

1. Students will **decode** unknown multisyllabic words with 2 to 8 word parts (**including syllables, morphology, and origin**)
2. Students will **read** narrative and informational **text accurately** with appropriate rate (fluency).
3. Students will **expand** general academic and domain-specific **vocabulary**. Build world and word knowledge.
4. Students will **experience an increase in comprehension** and will be able to answer text-dependent comprehension questions.
5. Students will **accurately spell** more multisyllabic grade-level words.

(IES Practice Guide, 2022)

Strong Evidence Reading Interventions: Grades 4-9

1. Build students' decoding skills so they can read complex multisyllabic words
2. Provide purposeful fluency building activities to help students read effortlessly
3. Routinely use a set of comprehension-building practices to help students make sense of the text
 - Build Word knowledge
 - Provide opportunities for students to ask and answer questions
 - Teach students how to determine the gist
 - Teach students to monitor their comprehension as they read

(IES Practice Guide Grades 4-9)

REWARDS

R – Reading

E – Excellence

W – Word

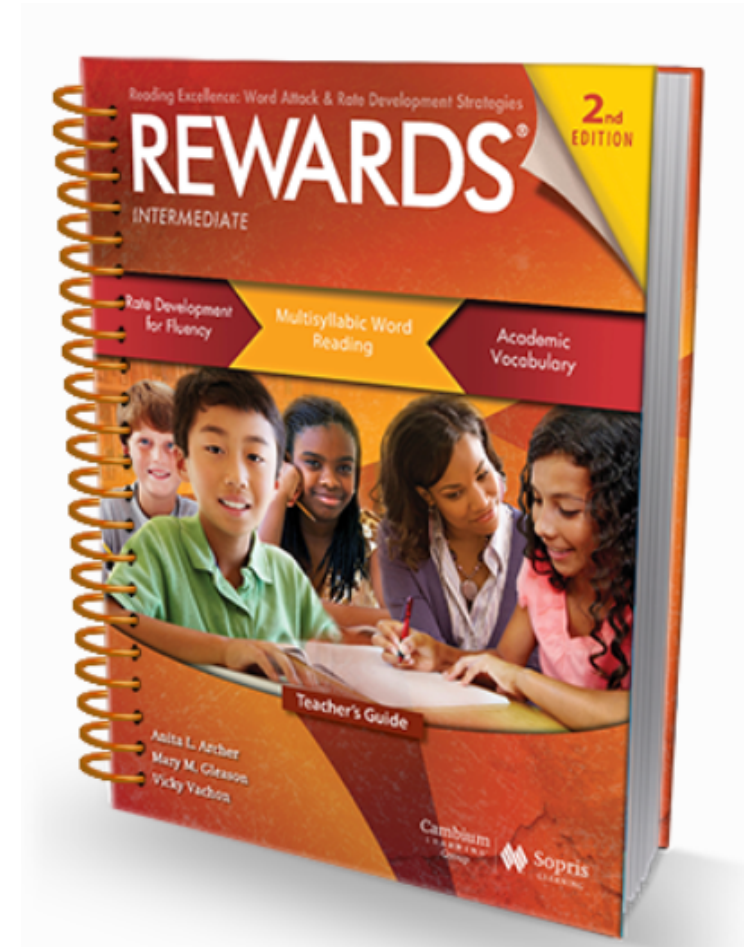
A – Attack

R – Rate

D – Development

S – Strategies

(Archer, Gleason, Vachon 2014)



Comparison of Routines for Reading Multisyllabic Words

REWARDS Routine:

1. Circle the prefixes
2. Circle the suffixes
3. Underline the vowels
4. Say the parts of the word
5. Say the whole word
6. Make it a real word

LETRS Routine

1. Box familiar suffixes
2. Circle familiar prefixes
3. Put a line under each vowel
4. Use syllable knowledge to decode and scoop to blend
5. Say the whole word
6. Check the context

(Archer, 2014 and Moats, 2019)

Advanced Phonemic Awareness Activity Examples

- Breaking words with blends and longer (multi-syllable) words
- Longer sound chains with manipulatives
- Sound deletion (initial/final)
- Sound reversal
- Syllable and affix substitution and deletion



Activity 4.2

Let's sort these words into the appropriate syllable type:

coach, gentle, cage, tri, jump, stir,

Closed	Vce	Open	Vowel Team	R Controlled	Consonant le



Activity 4.2 Answers

Let's sort these words into the appropriate syllable type: coach, gentle, cage, tri, jump, stir, circle,

Closed	Vce	Open	Vowel Team	R controlled	Consonant le
jump	cage	tri	coach	stir	gentle

Advanced Word Study

Syllable: Types”

Closed: fan/tas/tic

Vce: plete, ite, ake,

Open: pro, tri, re

Vowel team: aw, ai, ee

Vowel r: er, ar, ur, ir, or

Consonant le:cle, ble, tle

Odd and Schwa: age,
tive,tion

Morphology:

Prefixes: pre,un,dis, re

Suffixes: s, es, ed, ing,
ful, ly

Vocabulary:

- Pronunciation
- Syllables
- Meaning
- Grammar

Teaching the word: Bicycle

1) Origin: Greek

2) Phoneme/Grapheme

Mapping:

- 6 phonemes b/i/c/i/c/l
- 3 syllables: bi/cy/cle
- 7 letters: bicycle

3) Orthographic Position/Convention

- “C after the y says the sound S because when C is followed by a e, i, y it has a soft sound”

4) Morphology: meaningful parts

- Bi means 2
- Cycle means wheel

Advanced Word Recognition Explicit Instruction

Sample Lesson



- We will learn a prefix today. A prefix is found at the beginning of a word and can change the meaning.
- Say *bicycle, bilingual, bifocals*.
- What did you hear that was the same?
- Look at the words as I write them. How do we spell *this* prefix? Do any of these words look familiar to you in your first language? Tell me about this. Say the words in your language.
- How many wheels does a bicycle have? **two**
- How many languages does a bilingual person speak? **two**
- How many lenses do my bifocals have? **two**
- So, what does the prefix **bi-** mean? **Two Yes, prefix bi- means two.**
- Can you think of other words with the same prefix? For example, if you are a person that represents **two** cultures you are **bicultural**. If something has two colors, it is **bicolored**. Do you know these words in your home language? Tell me about this.
- We will create a word wall for our word parts including prefixes, roots, and suffixes.
- We will also add this prefix to your vocabulary journal. Good job.
- As you listen to people or as you read, please listen carefully to words with the prefix, **bi-**. We will add them to our word wall. Remember prefix **bi-** means **two**.



(Dr. MaryAnn Wolf, 2014)

(Adapted from WOW! Cárdenas-Hagge, 2014)

Displays for Activity D

ACTIVITY D: Strategy Instruction

- | | | |
|---|--------------|-------------|
| 1 | prevention | community |
| 2 | helplessness | marvelous |
| 3 | excellence | spectators |
| 4 | destructive | generosity |
| 5 | numerous | intensity |
| 6 | abundant | distinction |

Secret Sauce:

1. Circle the prefixes
2. Circle the suffixes
3. Underline the vowels
4. Say the parts of the word
5. Say the whole word
6. Make it a real word

(Archer, Gleason, Vachon, 2014)

REWARDS Strategy Practice

ACTIVITY D: Strategy Instruction

- | | | |
|---|-----------------------|---------------------|
| 1 | pre <u>ven</u> tion | com <u>muni</u> ty |
| 2 | help <u>less</u> ness | mar <u>vel</u> ous |
| 3 | ex <u>cell</u> ence | spectat <u>ors</u> |
| 4 | de <u>struc</u> tive | gen <u>er</u> osity |
| 5 | num <u>er</u> ous | int <u>ens</u> ity |
| 6 | abun <u>dant</u> | distinc <u>tion</u> |

(Archer, Gleason, Vachon, 2014)



Activity 4.3 Practice the strategy Part 1

unfair

expensive

disagreeable



Activity 4.3 Practice the strategy Part 2

unfair

expensive

disagreeable



Activity 4.3 Practice the strategy Part 3

unfair

expensive

disagreeable



Activity 4.3 Practice the strategy Part 4

unfair

expensive

disagreeable



Activity 4.3 Practice the strategy Part 5

unfair

expensive

disagreeable



Activity 4.4 Advanced Decoding Retrieval Practice

1. First, circle/box the _____
2. Then, circle the _____
3. Underline the _____
4. Say the _____
5. Say the _____
6. Make it a _____

Review and Retrieve: Five Ways to Explain Words

1. Language of Origin: history
2. Phoneme-Grapheme Correspondences: mapping
3. Position of Phoneme or Grapheme in Word: determines spelling
4. Orthographic Conventions: Letter Sequences (floss rule)
5. Morphology: meaningful part of speech

(Moats & Tolman, 2019)



Activity 4.5 Advanced Decoding Practice

1. Partner Practice: Take 15 minutes to practice teaching Advanced Decoding Strategies
2. Find “Checklist” Doc Folder for reference
3. Partner A teacher/Partner B student: Science/SS words OR competitive, impossible, modernize (5 min)
4. Partner B teacher/Partner A student: Science/SS words OR unmanageable, environment, administrator (5 min)
5. Be ready to share experiences



Activity 4.6 Real World

Choose a corner with a scenario on poster, refer to LETRS manual or today's slides to make a list of talking points and be ready to share your answers.

An educator comes up to you and asks one of the following:

Scenario #1: “Why is code emphasis important? How should word recognition instruction begin?”

Scenario #2: “What kind of practice is necessary for accuracy and fluency?”

Scenario #3: “What should I focus on for Phonological Awareness Practice?”

Scenario #4: “What is the difference between Balanced Literacy and Structured Literacy.”

What to expect and bring on Day 2

- Please bring your Vol. 2 LETRS manual
- ELA curriculum
- White boards
- Vocabulary Words (from ELA, Science, or Soc. Studies)
- Copy of Comprehension Planning Checklist

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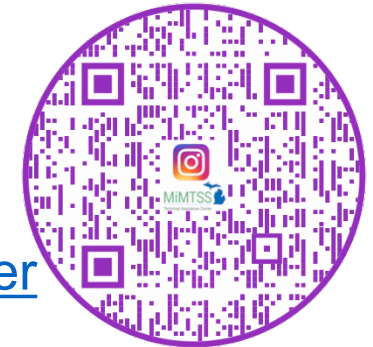
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