

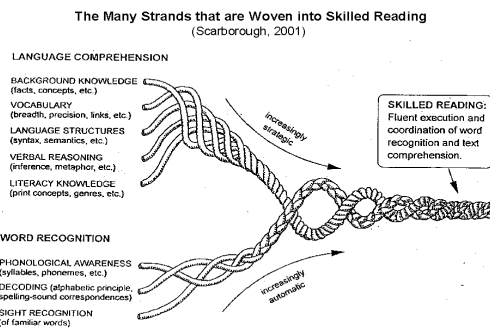
**LETRS Volume 1 Training  
Unit 1: The Challenge of  
Learning to Read**

- The connection between language and literacy.
- What the brain does when a person is reading.
- The skills that support proficient reading
- How children learn to read and spell.
- Major types of reading difficulties.

**Dr. Moats: “The way we help teachers apply this knowledge (of scientific research) is by demonstrating instructional routines, activities, and approaches that allow them to address the needs of all of their students.”**

S.P.I.R.E. enables educators to implement Science of Reading principles through instruction based on Structured Literacy. Lessons are scripted for teachers and use consistent lesson steps and strategies giving students best-practice based on the Science of Reading.

S.P.I.R.E. follows the Science of Reading with the lessons incorporating the Scarborough Reading Strands giving instruction in language and decoding throughout the ten-step lesson.



The lesson steps are designed to address the characteristics of Struggling Readers and students with Dyslexia.

S.P.I.R.E. is a total language approach that integrates all the language arts. Lesson plans and materials provide engaging tools, designed to systematically and successfully guide students’ abilities in phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension. S.P.I.R.E. lessons are flexible in nature, allowing the teacher to differentiate instruction, according to the needs of the individual students, while still providing the depth of learning necessary for children to succeed in learning to read.

Elements of LETRS Content

S.P.I.R.E.®

- The connection between language and literacy.
- What the brain does when a person is reading.
- The skills that support proficient reading
- How children learn to read and spell.
  
- Major types of reading difficulties.

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Orton Gillingham Approach



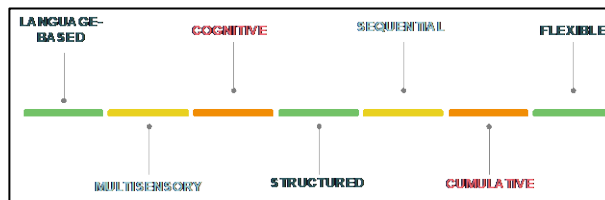
Based on Structured Literacy elements and principles, S.P.I.R.E. was developed by OG Fellow, Sheila Clark Edmands, for students with Dyslexia. S.P.I.R.E. incorporates research-based best practices for reading and language development. Each lesson employs 10 steps that enhance student learning and memory by engaging multisensory pathways to the brain in rapid succession.

\* <https://www.orton-gillingham.com/approach/>

Principles of Instruction:

- ✓ Language-based,
- ✓ Cognitive
- ✓ Sequential
- ✓ Flexible
- ✓ Structured
- ✓ Cumulative

The Structured Literacy Principles of Instruction follow the Orton Gillingham Approach. These principles: language based, multisensory, cognitive, sequential, flexible, structured, and cumulative instruction are embedded into every S.P.I.R.E. lesson. This ensures that students are receiving brain-based teaching that develop and reinforce neural pathways for successful reading.



Elements of LETRS Content

S.P.I.R.E.®

**Dr. Moats: Ideally, there should be explicit instruction in foundational skills for approximately 45 minutes that follow a lesson routine: review, explain the concept, provide guided practice, provide more (independent practice, spell and write words to dictation, read decodable text.”**

The five consistent steps of Sounds Sensible, (Pre-level 1 of S.P.I.R.E.), give students 45-50 minutes of daily instruction in beginning phonological awareness and phonics (single-letter consonant sounds.)

The 10 consistent steps of S.P.I.R.E. lessons (Level 1-8,) give 45-60 minutes of daily instruction in the foundational skills of reading: phonological awareness, phonics, fluency, vocabulary and comprehension. Students have a cumulative review of all their mastered concepts, are given explicit introduction to new graphemes, participate in several bursts of PA instruction, build words with manipulatives, read decodable text and encode sounds, words and sentences in every lesson. Students have independent work connected to each lesson, (phonics drills, fluency drills, and decodable readers.)

Elements of LETRS Content	S.P.I.R.E.®
<ul style="list-style-type: none"> <li>• <b>How to use assessment for prevention and early intervention.</b></li> <li>• <b>Using assessment to differentiate instruction.</b></li> </ul> <p><b>Dr. Moats: “Educators who have the necessary knowledge are able to anticipate where students will struggle and can give corrective feedback.”</b></p>	<p>S.P.I.R.E.’s Initial Placement Assessment allows Educators to place students at the point in the orthographic code where students need to begin. It also identifies gaps in student knowledge and allows teachers to teach only the lessons from previous levels to address them.</p> <p>S.P.I.R.E.’s Assessments are part of the instructional flow giving real-time data to guide instruction. Students who need additional reinforcement based on the program’s Concept Assessments are given the opportunity for additional practice. Students who demonstrate mastery move forward in the program.</p> <p>Broader Assessments (Pre, Mid, and Post Level Assessments, Encoding Checks, and Fluency Drills,) make sure that students retain the information they are learning throughout the program.</p>
<p><b>LETRS Volume 1 Training Unit 2: The Speech Sounds of English; Phonology</b></p> <ul style="list-style-type: none"> <li>• <b>How phonological skills develop.</b></li> <li>• <b>How phonological skills should be taught</b></li> <li>• <b>The consonant phonemes of the English Language</b></li> <li>• <b>The vowel phonemes of the English Language</b></li> </ul>	<p>The S.P.I.R.E. program provides integrated, explicit instruction in phonological awareness. In fact, in each S.P.I.R.E. lesson, students are led to use newly learned phonological awareness concepts in higher-level decoding and fluency tasks. Phonological awareness learning is consistently integrated with letter identification and phonics for better efficiency of learning.</p> <p>Students receive a foundation of Phonological Awareness Instruction in Sounds Sensible, the Pre-Level 1 component of S.P.I.R.E. This instruction follows a continuum of Phonological Skills moving students through listening, onset and rhyme, segmentation, and deletion and substitution. (Example: Sounds Sensible Steps 1-3 For Example Sounds Sensible TG, pp 40-42)</p> <p>In S.P.I.R.E. Levels 1 -8, students continue to receive Phonological instruction in 3 of the 10 Steps (Step 2: Phonological Awareness, Step 5: Pre Reading, and Step 8: Pre-Spelling,) of the lesson, giving approximately 10 minutes of PA instruction in short bursts throughout the lesson.</p>

Elements of LETRS Content

S.P.I.R.E.®

Dr. Moats: “We focus on teaching priority skills such as phonology, phonics, vocabulary, fluency, and comprehension that need to be taught to obtain the best results for all students.”

All Phonological Awareness instruction is scripted for teachers and is connected to the graphemes and orthographic patterns students are learning.

**LETRS Volume 1 Training  
Unit 3: Teaching Beginning  
Phonics, Word Recognition,  
and Spelling**

- Explore phoneme-grapheme correspondence system of English.

S.P.I.R.E.’s Scope and Sequence takes students through the most common consonant and vowel phonemes in the English Language. The scope and sequence is aligned with language development and utility of use.



Elements of LETRS Content

S.P.I.R.E.®

- **Explore phoneme-grapheme correspondence system of English.**

The following steps in the S.P.I.R.E. Lesson focus on phonics:  
Phonogram Card Drill

3. Word Building
4. Word Coding
6. (Decodable) Text Reading
7. Sound Dictation
9. Word Dictation
10. Sentence Dictation

These steps consistently show the relationship between phonemes and graphemes for word decoding.

- **Teach correspondences explicitly; use sound-blending routines.**

In Step 4 of Sounds Sensible lessons, Students learn the single letter graphemes using key concept pictures which give a picture and key word for the target sound. Students are also given explicit letter formation to connect the written symbol with the name of the grapheme.

In Step 1 of S.P.I.R.E. lessons, key word pictures with words and mnemonic sentences help students remember more complex graphemes.

In Step 4 of S.P.I.R.E. lessons, students code words, identifying vowels, digraphs, suffixes, prefixes and syllables. Students then verbalize the vowel sound of each syllable in a word before blending the word.

- **Instruction Sequence: Letter names and letter formation; key words for sound-symbol associations.**

In Sounds Sensible, (Pre-Level 1 of S.P.I.E.), students begin dictation at the sound level in Step 5 of every lesson. The teacher dictates the phoneme, students repeat the phoneme and identify the letter name, trace the letter on their palm, then write the letter on their paper, saying the letter name as they write it and following explicit direct handwriting formation directions.

The teacher dictates a word, the students repeat the word and identify the beginning or ending sound of the word, name the letter in the correct position of the word, trace the letter on their palm, and write it on the paper.

Elements of LETRS Content	S.P.I.R.E.®
<ul style="list-style-type: none"> <li>• <b>How to teach spelling using dictation</b></li> <li>• <b>Decodable Text and when it's important to use it.</b></li> </ul>	<p>In S.P.I.R.E., in Steps 7-10, teacher-directed dictation is given at the sound, word, and sentence level. The dictation is aligned to the decoding level of the students and constantly reviews the graphemes that have been introduced and mastered.</p> <p>Step 7 Sound Dictation            Step 8 Pre-Spelling (the first spelling word is dictated and students do a phonological drill with the teacher identifying the phonemes in the word.)            Step 9 Spelling 5-10 words are dictated, students repeat, tap the sounds, and spell the word aloud, finally writing the word saying the letter names as they are written.            Step 10 Sentence Dictation 1 or 2 sentences are dictated. Students repeat the sentence, make a “dash,” on their paper for each word of the sentence, point to the dashes and say the words in the sentence, and write the words in the dashes.</p> <p>Each of the levels 1–8 of <i>S.P.I.R.E.</i> includes twenty fully illustrated Decodable Readers with word counts on the back cover, allowing for easy assessment of fluency while promoting enjoyment of the reading process.</p> <ul style="list-style-type: none"> <li>• Practice is key to reading fluently, and the <i>S.P.I.R.E.</i> Decodable Readers provide an excellent way to practice. Children can read them in school and can take them home to practice reading with their families.</li> <li>• A key ingredient of the instructional scaffolding <i>S.P.I.R.E.</i> provides is the use of decodable text. Such text ensures that students are not reading at their frustration level, since the phonic elements and words used have been previously taught. If any words may present difficulty for students, they are taught as part of a Prereading activity.</li> </ul>
<p><b>LETRS Volume 1 Training            Unit 4: Advanced Decoding,            Spelling, and Word Recognition</b></p> <ul style="list-style-type: none"> <li>• <b>Advanced word study.</b></li> </ul>	<p>Step 4, Word Coding, teaches students to code words, marking vowels and vowel teams, syllable types, suffixes, prefixes, and digraphs. Students decode the words orally one syllable at a time.</p>



Elements of LETRS Content

S.P.I.R.E.®

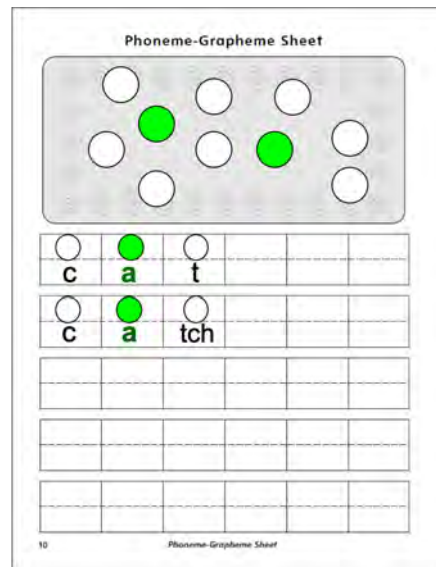
- Advanced word study.

closed	closed	closed	closed
muf	fin	sub	ject
V C C V		V C C V	
open	closed	closed	vowel consonant e
tri	pod	con	crete
V C V		V C C C V	

- Phoneme-grapheme mapping.

In Step 3, Word Building of S.P.I.R.E. Lessons, students physically map phonemes to graphemes with sound circles and the written graphemes.

In Step 5 Pre-Reading, of S.P.I.R.E. Lessons, students participate in an oral drill to map phonemes to the graphemes in a target word, discussing the vocabulary of this word.



**How six syllable types and how should be taught.**

The Six Syllable Types are taught throughout S.P.I.R.E.'s Scope and Sequence:

- Level 1: Closed Syllable
- Level 2: Vowel Consonant e
- Level 3: Open Syllable; Vowel Teams
- Level 4: Consonant le; Vowel Teams
- Level 5: r-Controlled



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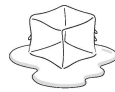
S.P.I.R.E.®

- **Suffix rules.**

The orthography and meaning of suffixes are taught in S.P.I.R.E. Level 3.

**Key Concept Picture for /ed/ Suffix, Level 3**

**-ed /ěd/**



**melted**

**-ed /d/**



**smelled**

**-ed /t/**



**winked**

Key Word Concept Sheet  
S.P.I.R.E.® Level 4 © 2014 • May Be Duplicated

- **Building word, sentence, and passage reading fluency.**

**Dr. Moats: “Researchers have known for a very long time how many times a struggling reader needs to look at a word in order to form a mental map between the print and speech. It can take children as many as 40 times before they recognized it as a whole word.”**

In Step 6, Reading, of the S.P.I.R.E. Lesson fluency is addressed with multiple readings of the text passage. Student read independently a brief section at a time (guides by the teacher,) for the first read. In the second reading, each student practices oral reading with prosody and support. The third reading is for deeper meaning and comprehension guided by a graphic organizer. The fourth reading is for an informal passage fluency count. Students chart their own progress on a fluency graph.

Students also participate in word fluency during Independent Work. S.P.I.R.E. fluency drills are provided for every concept, and provide informal, guided practice on high frequency word fluency.

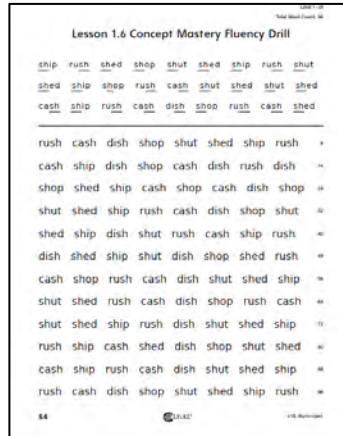
Elements of LETRS Content

S.P.I.R.E.®

- **Building word, sentence, and passage reading fluency.**

Decodable Books also provide fluency practice with decodable text during Independent Practice.

Word Level Fluency practice



Hit the Puck

Kim has the puck. Kim whacks the puck with the stick. The puck slips past Nick and is in the net.

Chuck yells, "What a shot!"

Kim's stick gets a crack in it. Kim sits on the bench. Kim will just watch.

The puck slams fast past Kim. Kim cannot stand to just watch! Kim gets up from the bench and grabs a stick.

Chuck yells, "Get the puck, Kim!"

Kim is fast to get the puck. Kim whacks the puck with the stick. The puck flicks off the stick. The puck hits Nick's leg. Nick falls.

Nick yells, "Check!"

It is not a check. The clock still ticks. Kim did not want to hit Nick. Kim is upset. The puck slips past Kim. Kim did not block the pass.

Nick gets up fast and hits the puck. The puck is in the net. Nick is quick!

"What a shot!" yells Kim.



References

Stuart, K. & Fugnitto, G. (n.d.), "A Conversation about the Science of Reading and Early Reading Instruction with Dr. Louisa Moats."

Voyager Sopris Learning and Lexia, LETRS Suite of Professional Learning, (Language Essentials for Teachers of Reading and Spelling) brochure 2022.